DOCUMENT RESUME

ED 388 166 HE 028 709

AUTHOR	Harvey, Lee; And Others
TITLE	Student Satisfaction. The 1995 Report on the Student Experience at UCE.
INSTITUTION	Univ. of Central England, Birmingham.
REPORT NO	ISBN-1-85920-004-4
PUB DATE	Sep 95
NOTE	259p.; Prepared at the Centre for Research into Quality.
AVAILABLE FROM	Centre for Research into Quality, The University of Central England in Birmingham, Perry Barr, Birmingham, B42 2SU, England, United Kingdom (16 British pounds).
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Foreign Countries; Higher Education; *Student Attitudes; Student Personnel Services; *Student School Relationship; Student Surveys; Universities
IDENTIFIERS	England; *University of Central England

ABSTRACT

This report presents results of the 7th annual student satisfaction survey at the University of Central England (UCE) at Birmingham. The report published in two parts, contains in the first part all the students' ratings of satisfaction and importance and associated commentary; the second part, a separate statistical supplement, contains the detailed data upon which the tables and graphs in the main report are based. A glossary of abbreviations precedes the main body of the report. An introductory chapter describes the survey procedures, respondents (2,191 out of a sample of 4,810), and the students' overall evaluation (68 out of a possible 100, continuing an upward trend). The four-sector matrix used to help students jointly rate both satisfaction and importance of individual issues is explained. Individual chapters then report results in narrative, tables, and graphs for the following areas: teaching staff, course organization, teaching and learning, information services--library, information services--word processing, computing, refectories, UCE accommodations, student services, the university environment, social life, financial circumstances, and self development. The survey itself is appended. (DB)

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UCE

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Centre for Research into Quality

Student Satisfaction

The 1995 Report on The Student Experience at UCE

September 1995

HE 028 709

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STUDENT SATISFACTION

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The 1995 Report on the Student Experience at UCE

CRQ

The 1995 Report on The Student Experience at UCE

by
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British Library Cataloguing-in-Publication Data.
A catalogue record for this book is available from the British Library
ISBN 1 85920 004 4

Design and layout by Centre for Research into Quality
Printed by Design and Print Unit, University of Central England, 0121-331 5384

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PREFACE

This year's Student Satisfaction survey is the biggest so far with over 2000 respondents, between them providing a million items of information.

The structure of the questionnaire was overhauled this year, following consultations with faculties, to ensure that questions are more specific than they sometimes have been in previous surveys. The consultations with students were adapted to enable a clearer identification of particular concerns as a basis for more focused questions.

The results are also reported differently. The familiar A–D tables remain for the faculties but we have included additional tables showing breakdowns by year of study as well as mode and level, and a new table showing age, gender and ethnicity breakdowns. Following consultations with faculties, the old A' classification has been scrapped.

The methodology continues to develop incrementally but is fundamentally the same as commended by the Higher Education Quality Council auditors.

This is the seventh year of the survey and this gives us the opportunity to provide clear indications of changes over time. These are reported in a brand new way: with line graphs showing trends in satisfaction ratings for the key important items.

There are fewer questions about student usage of facilities this year. Consultations suggested that in most areas, a clear picture had emerged over the last six years about student usage and most things did not change radically. However, this year more analysis has been undertaken on the data about usage of facilities. In previous years usage was reported but no attempt was made to relate it to satisfaction. This year, usage information is being linked more closely to satisfaction ratings. For example, the satisfaction ratings of heavy and light users of computing facilities are compared.

The report is in two parts, the first part contains all the students' ratings of satisfaction and importance and associated commentary; the second part is a separate Statistical Supplement* containing the detailed data upon which the tables and graphs in the main report are based.

A glossary of abbreviations used in the report is included at the end of both the main report and the Statistical Supplement.

* Available to UCE staff on request.

GLOSSARY

25+	Twenty-five years of age and older
<25	Under twenty-five years of age
Asian	Self-declared ethnic origin on registration, the following groups combined: Indian, Pakistani, Bangladeshi, Chinese, Asian Other
BE	Faculty of the Built Environment
BIAD	Birmingham Institute of Art and Design
Black	Self-declared ethnic origin on registration, the following groups combined: Black Caribbean, Black African, Black Other
Bourn	Bournville
BS	Business School
CD ROM	Compact disk, Read-Only Memory (databases and catalogues stored on compact disks and accessed in the libraries using a PC with a CD player)
CIS	Faculty of Computing and Information Studies
Cons	Birmingham Conservatoire
CWPF	Central Word Processing Facility in Perry Barr Library
ECT	Faculty of Engineering and Computer Technology
Educ	Faculty of Education
FT	Full-time
GFS	Group Feedback Strategy
GG	Gosta Green
HSS	Faculty of Health and Social Sciences
IntHs	International House
OLC	On-line catalogue (in the libraries)
Oth	This includes students who are not on undergraduate or postgraduate courses, such as City & Guilds and some professional courses.
PB	Perry Barr
PBL	Perry Barr Library
PG	Postgraduate
PGR	Postgraduate researcher
PGTFT	Postgraduate taught full-time
PGTPT	Postgraduate taught part-time
PT	Part-time
SN	Small numbers (A to D rating not computed)
UG	Undergraduate students (including HND/HNC as well as degree students)
UGFT1	Undergraduate, full-time, year one
UGFT2	Undergraduate, full-time, year two
UGFT3+	Undergraduate, full-time, year three or more
UGPT1/2	Undergraduate, part-time, years one and two
UGPT3+	Undergraduate, part-time, years three or more
V St	Vittoria Street
White	Self-declared ethnic origin as White.
WR	Westbourne Road
WRLL	Westbourne Road Lower Library
WRUL	Westbourne Road Upper Library

CHAPTER 1 INTRODUCTION

The Student Satisfaction Approach

The Centre for Research into Quality has, over the last eight years, developed expertise in obtaining, analysing and reporting student views of their experience of post-school education. These views are translated into effective management action through the approach to student satisfaction that has evolved at UCE.

The Student Satisfaction approach continues to be unique in combining the following elements:

- student-determined questions;
- satisfaction and importance ratings;
- management information for action.

Thus the Student Satisfaction research focuses on the total learning experience as defined by students. Students are consulted annually, through focus-group sessions (known as the Group Feedback Strategy) and they provide the topics upon which the questionnaire is based. Students raise a wide range of issues about their learning experience and consequently the questionnaire encompasses a wide range of student activities across all aspects of the institution.

The research examines student *satisfaction* with aspects of provision and then identifies which of those areas are *important* for students.

Those areas, which are important to students but where students are dissatisfied, are priority areas for management intervention.

The Group Feedback Strategy

The Centre for Research into Quality commences the annual student satisfaction cycle by identifying the key areas of concern for students. This is done through a series of focused discussion groups with a cross section of students—this is known as the Group Feedback Strategy (GFS). The selection of student groups takes account of the profile of the institution and includes at least one group from each faculty, undergraduates and postgraduates, part-time and full-time courses, and so on.

The purpose of these sessions is to identify those things that students find 'good' and 'bad' about their experience at UCE. The issues raised by students in these sessions provide the items in the questionnaire.

The questionnaire

The questionnaire has been growing in length over the last few years and was 20 pages long last year; it was cut to 16 pages this year. The organisation of some sections was changed and in some areas the questions were more closely focused. In previous years, for example, students were

asked if they were satisfied with lectures. This year we asked questions more closely tied to aspects of the 'lecture' situation that were raised by students in the GFS, such as the content of lectures and the amount of lectures on the course.

The number of 'usage' questions was reduced following consultations with Deans and Heads of Services. It seems that while this information is interesting, for most people it does not provide the same insight as do the satisfaction and importance ratings. For Heads of Services, in particular, local regular monitoring of 'customer' activity is much more refined and provides more immediately usable data than does the Student Satisfaction survey. Furthermore, the survey has reported usage data over a number of years and much of it has remained stable and so it has been omitted this year.

The University has invested in a flexible 'intelligent' scanner system to reduce the time it would take to input a million items of data onto a computer data file. This has speeded up the coding stage of the research and improved on the reliability of the data. An adaptation was needed on the questionnaire to enable the scanner to take place: the replacement of numbers to be circled by boxes to be marked. This meant that the questionnaire had a different appearance this year compared to previous years.

The sample

The original sample consisted of 5000 names selected at random from those students registered at UCE. Inevitably, by the time the sample was drawn in January a number of students had withdrawn or were inappropriate because they were overseas on placement, and so on. We had an operational sample of 4810.

The survey attracted a total of 2191 responses. This is a response rate of 45.6%, a 6% increase on 1994. The response rate varied between faculties, from a high of 56.7% in Health and Social Science to a low of 38.6% in Engineering and Computer Technology (Figure 1.1).

For analysis purposes, the sample has been subdivided into student groups based on level (postgraduate, undergraduate and other), mode of attendance (full-time or part-time) and year of study. This has resulted in 9 combined subgroups (Figure 1.2).

Figure 1.1 Response rates and sample size

	Response rate (%)					Sample size
	1991	*1992*	*1993*	*1994*	*1995*	*1995*
BIAD	48.3	52.0	35.3	36.6	44.0	356
Built Environment	59.4	55.0	53.4	41.3	44.3	296
Business School	44.9	47.2	45.0	38.4	43.7	558
Computing and IS	47.5	59.0	54.4	42.7	50.5	221
Conservatoire	54.5	61.1	59.5	40.8	39.8	49
Education	26.4	58.0	54.2	41.5	46.7	173
Engineering and CT	33.7	40.0	30.9	35.7	38.6	220
Health and Social Science	38.8	57.8	43.2	46.2	56.7	318
Total	**44.7**	**51.7**	**44.7**	**39.8**	**45.6**	
Sampling rate (%)	5	5	10	25	27	
Sample size	**391**	**436**	**730**	**1753**	**2191**	

Figure 1.2: Sample breakdown by mode/level/year of course (n = 2191)

	(n)	%
UGFT yr1	431	19.7
UGFT yr2	355	16.2
UGFT yr3+	329	15.0
UGPT yr1/2	436	19.9
UGPT yr3+	142	6.5
PGTFT	109	5.0
PGTPT	201	9.2
PGR	39	1.8
Oth	149	6.8

Figure 1.3: Sample breakdown by gender/age/ethnicity (n = 2191)

	(n)	%
Male	1000	45.6
Female	1191	54.4
Age 25+	1090	49.8
Age <25	1099	50.2
Asian	257	11.7
Black	102	4.7
White	1751	79.9
Ethnicity other	36	1.6
Information refused	22	1.0

The sample consists of 54% females, 49.8% under the age of twenty-five, and 79.9% White (Figure 1.3).

Just over two fifths of this year's respondents (44.2%) are first-year students, another 30% are in their second year and most of the remainder are on the third year of their course (Figure 1.4).

Half the respondents (51.3%) are on full-time courses, 8% are Sandwich students and most of the rest are part-timers (Figure 1.5). For reporting purposes, the Sandwich students have been combined with the full-time students.

Seven out of ten respondents (72.7%) are on courses based at Perry Barr, which matches the proportion for the University as a whole (69.5%). Most of the rest are at Bournville, Westbourne Road or Gosta Green (Figure 1.6).

Half the sample of respondents attended UCE on four or five days a week. A quarter of the sample come in on just one day a week (Figure 1.7).

Figure 1.4: Year of course (n = 2070)

Year	%
1	44.2
2	30.7
3	17.5
4+	7.6

Figure 1.5: Type of course (n = 2094)

Type	%
Snd	8.0
FT	51.3
PT	38.2
Other	2.6

The report

There are some changes in the way that the data is reported. The central feature of Student Satisfaction Reports are the A–D Tables and these remain. The chart shown in Figure 1.8 is the basis of the designation of areas as 'A' through to 'D'.

Those areas that are very important to students and with which they are satisfied are designated 'A', if they are satisfied but of less importance they are given a lower case 'a'. Similarly, areas that are very important to students and with which they are dissatisfied are designated 'D', if they are dissatisfied but the area is of less importance they are given a lower case 'd'. Where items are not important 'B' and 'C' is used.

There are very few Bs and Cs in this years results and more areas appear to have an upper case as opposed to a lower case rating, implying that more importance is attached to items this year. This maybe the result of more closely specifying the questions or the determined attempt to weed-out marginal questions that no longer appear as significant issues in the GFS sessions.

This year the A–D Tables have been 'turned round' so that the question asked is in the rows and thus the text is horizontal rather than vertical. The category of analysis, faculty, mode of attendance, gender and so on define the columns. Furthermore, following consultations with faculties, the A' category has been abandoned. Shading of As and Ds has been amended so that they can be readily differentiated from other ratings. The lines round the boxes used in previous years sometimes caused confusion where a group of boxes were connected diagonally.

Figure 1.6: At which UCE campus is your course based? (n = 2131)

Campus	%
Perry Barr	72.7
Gosta Green	6.5
Bournville	5.1
Westbourne Rd	7.6
Vittoria Street	2.5
International House	1.2
Conservatoire	2.3
Custard Factory	0.3
Other	1.8

Figure 1.7: On how many days do you come to UCE in an average week? (n = 2142)

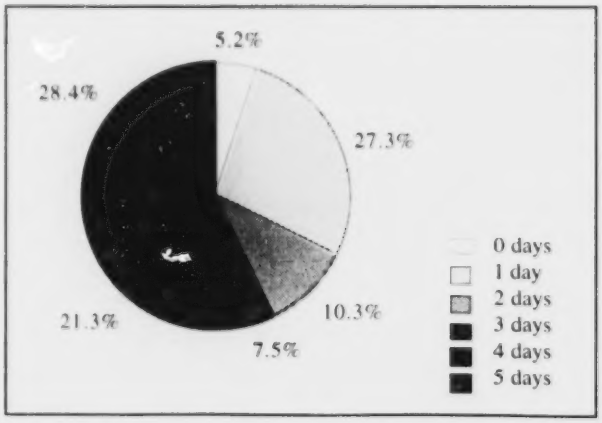
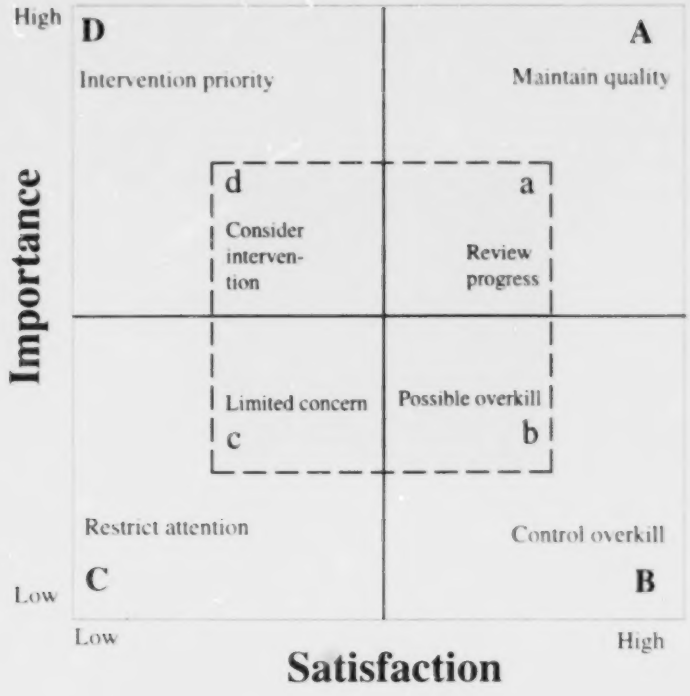


Figure 1.8: Satisfaction and Importance Grid



Changes over time are reported in an entirely different way this year. Instead of repeating the A-D Table and expanding it to include letters from previous years, the longitudinal information concentrates on the actual mean satisfaction ratings of key important items. This provides a much better impression of trends in satisfaction.

The changes over time are presented as line graphs. There are two types of graph, those for the University as a whole, which include a range of items under a specific heading, and those for specific items showing differences between faculties. Only those areas where the faculties show disparate trends are included in this report. A full set of graphs, without commentary, can be found in the *Statistical Supplement* along with the tables that generated them.

The satisfaction rating, for the purposes of the longitudinal study, has been converted to a percentage score, with a score of 50 being the borderline between 'satisfied' and 'dissatisfied'. Apart from the fact that this is intuitively easier to follow, a conversion was necessary as the ratings in earlier years were based on a five-point scale and in later years on a seven-point scale.

Students' Overall Evaluation

Students were asked to provide an overall rating of the University and of their faculty, department or school and their course or programme of study. Students could provide a rating on any of these items, ranging from 0 to 100. The mean rating for UCE this year is 68 (Figure 1.9). This shows a continuation in the upward trend from 1993 and the satisfaction rating with UCE is now at its highest, edging above the previous high in 1991 (Figure 1.11).

Similar average scores were recorded for the faculty, departments and courses, despite wide fluctuations in ratings given by individual students on these items (Figure 1.9).

There is little difference between the UCE rating and faculty rating for most students. with the clear exception of those at the Conservatoire, who appear to identify more closely with the faculty than the University (Figure 1.10).

The trend in the overall score for courses since 1992, when it was introduced, shows no consistent pattern , but the large differential in rating of the course and the University in 1993 has disappeared (Figure 1.11).

Education students have consistently provided the highest scores for overall satisfaction with UCE since 1991. This rating has been lowest for Conservatoire students, although it has been improving since 1993 (Figure 1.12). The Conservatoire students' evaluation is mirrored in the ratings they give their course. There were widely disparate ratings for overall satisfaction with courses in 1993 but this has been replaced by a convergence of ratings in 1995 (Figure 1.13).

Students were also asked to rate their career prospects and this year's mean of 62.6 is a slight drop on last year's score of 64.8.

BIAD students are most pessimistic about their career prospects and Education students are the most optimistic (Figure 1.10).

Figure 1.9: Please write in the boxes below an estimate of your overall satisfaction with the following aspects of your education.

Aspect	Mean %	(n)
UCE as a whole	68.06	2097
Your faculty	67.83	2073
Your Department or School	68.11	2055
Your course	67.69	2124
Potential career prospects	62.58	1945

(A rating of 0% means you are totally dissatisfied, and a rating of 100% means you are totally satisfied).

Figure 1.10: Estimate of overall satisfaction with the following aspects by faculty.

	BIAD	BE	BUS	CIS	CON	Educ	ECT	HSS
UCE as a whole	66.7	66.6	69.1	69.1	56.0	69.6	69.6	68.2
Your faculty	67.2	65.3	69.1	68.4	72.81	69.2	69.2	65.9
Your Department or School	67.5	66.7	68.5	70.7	70.21	71.8	67.1	66.1
Your course	67.8	66.3	69.3	70.6	67.7	67.7	66.5	64.8
Potential career prospects	54.1	61.8	63.1	62.4	59.1	69.4	66.2	65.4

(A rating of 0% means you are totally dissatisfied, and a rating of 100% means you are totally satisfied).

Figure 1.11: Overall satisfaction

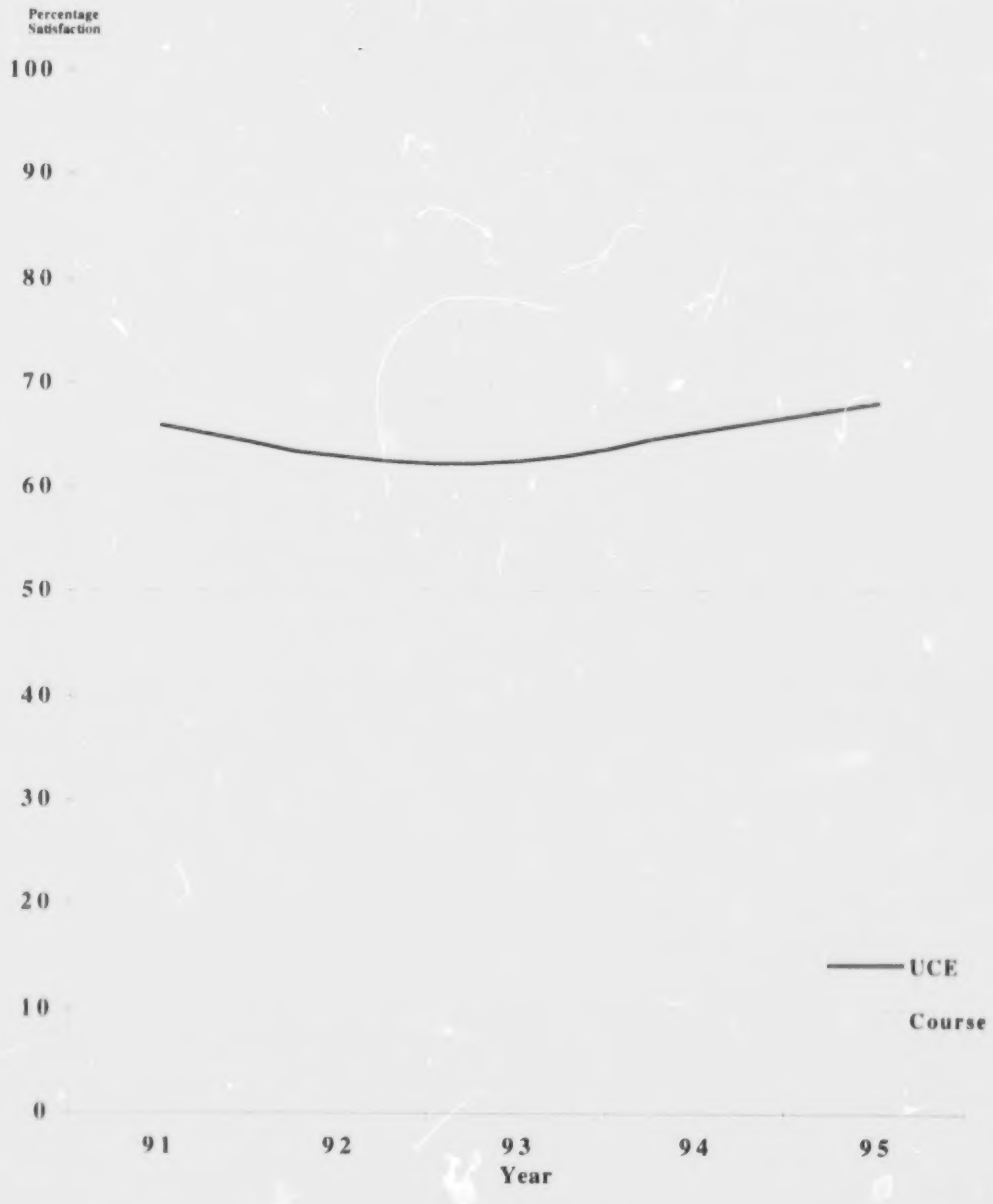


Figure 1.12: Overall satisfaction with UCE

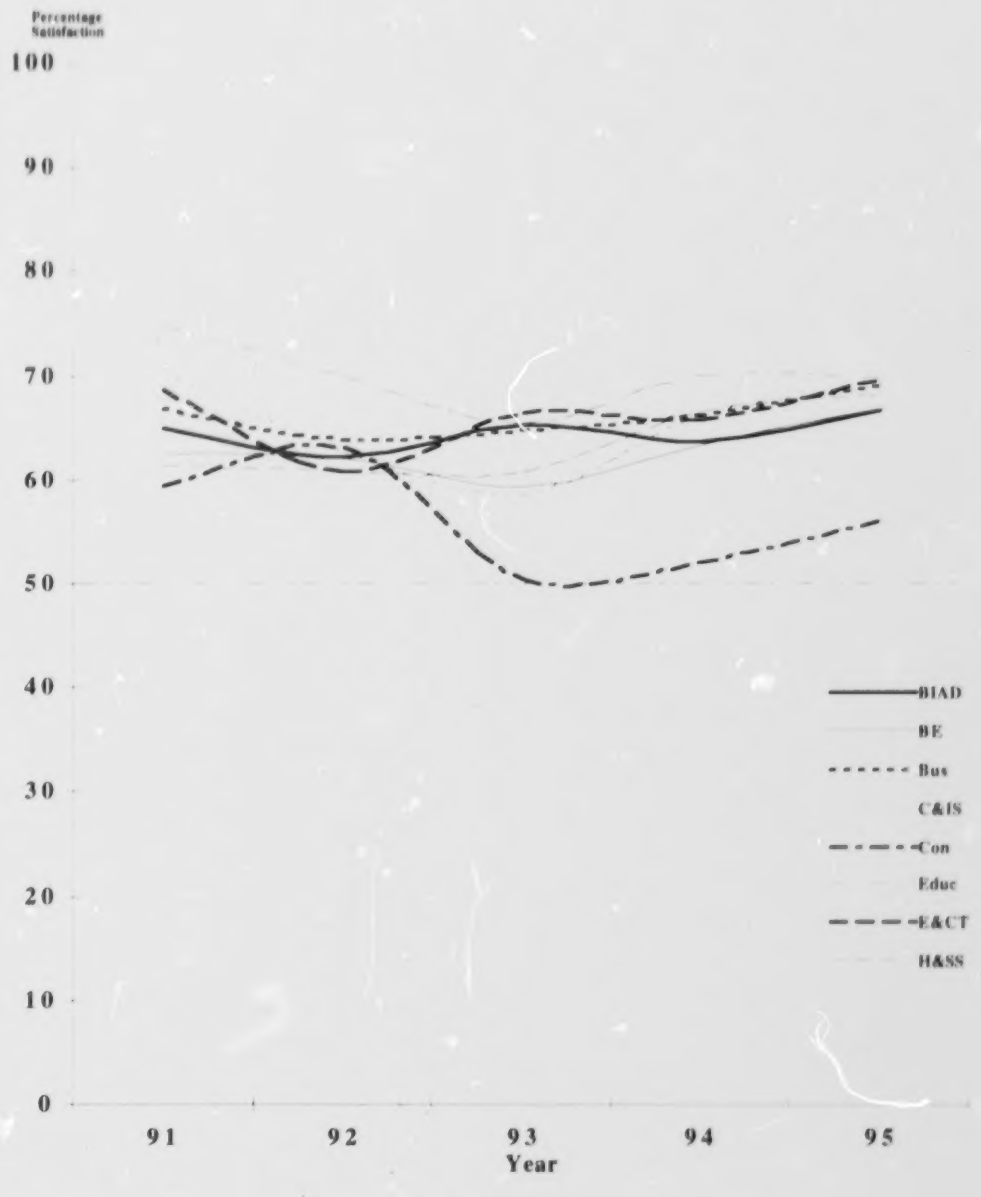
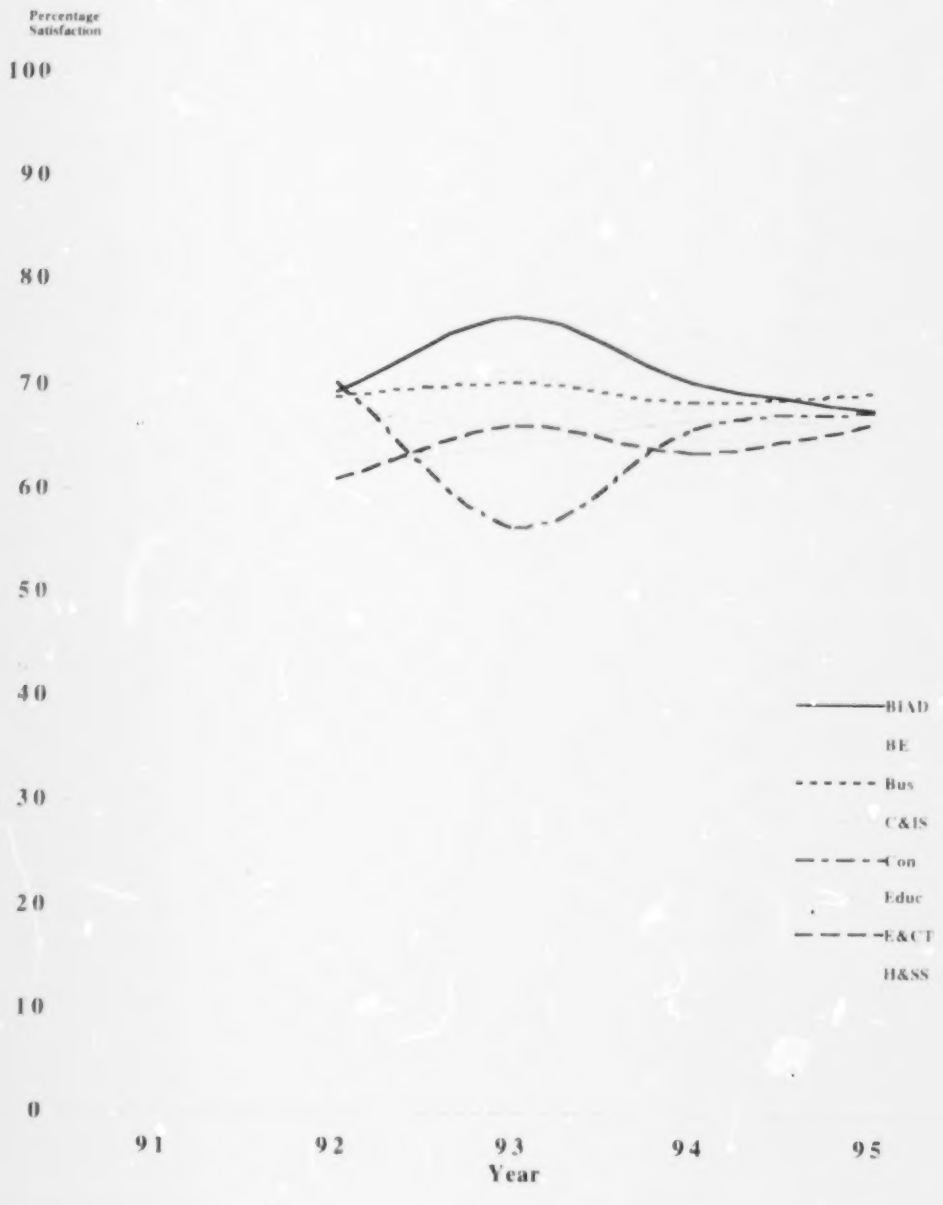


Figure 1.13: Overall satisfaction with course



CHAPTER 2
TEACHING STAFF

Students report satisfaction with virtually all areas related to the staff who teach them. Almost all aspects of interaction with teaching staff are very important to students in all the faculties (Figure 2.1)

- Across the University, students express clear satisfaction with the *enthusiasm* and *level of academic or professional understanding* of staff.
- Satisfaction ratings indicate that, overall, staff are *reliable* and *punctual* in all faculties.
- Staff are rated as *approachable, sympathetic and supportive of student needs, encourage effective student learning* and *treat students as mature individuals.*
- One area of significant change from last year is the *availability of teaching staff.* Students, in 1994, suggested that staff, in five faculties, were not easy to get hold of. This year, students, in all faculties, are satisfied with the availability of teaching staff, reflecting the priorities many faculties placed on this issue following last year's report.
- The one area that shows signs of dissatisfaction is the *amount of time students have to talk about their course* with members of staff. Asian and Black students indicate dissatisfaction while regarding the issue as important (Figure 2.3).
- In five faculties, the *amount of time students have to talk to teaching staff about their course* is the only item where satisfaction and importance are both lower. The same can be found when analysing by mode, level and year of course. Full-time, undergraduates in the final stages of their course indicate a marginal dissatisfaction with this item (Figure 2.2).

Changes over time for UCE as a whole

The satisfaction ratings of most key items relating to teaching staff have remained fairly stable (Figure 2.4).

- Satisfaction with the *professional and academic understanding of the subject matter* remains consistently highly rated.
- Ratings of *punctuality of staff* show a marginal upward trend.
- Last year's sudden improvement in the rating of *encouragement of effective learning* has been reversed this year.
- Satisfaction ratings of the *sympathy and understanding of staff* have remained level.

Figure 2.1: Student perception of teaching staff by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Availability of teaching staff	A	A	A	A	A	A	A	A	A
Amount time talk to staff about course	A	a	a	A	a	A	a	a	A
The approachability of teaching staff	A	A	A	A	A	A	A	A	A
Extent sympathetic/supportive to needs	A	A	A	A	A	A	A	A	A
Extent treat students as mature individuals	A	A	A	A	A	A	A	A	A
Extent encourage to learn effectively	A	A	A	A	A	A	A	A	A
The punctuality of teaching staff	A	A	A	A	A	A	A	A	A
The reliability of teaching staff	A	A	A	A	A	A	A	A	A
The academic/professional understanding	A	A	A	A	A	A	A	A	A
The enthusiasm of teaching staff	A	A	A	A	A	A	A	A	A

Figure 2.2: Student perception of teaching staff by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Availability of teaching staff	A	A	A	A	A	A	A	A	A
Amount time talk to staff about course	a	A	d	a	a	A	a	A	A
The approachability of teaching staff	A	A	A	A	A	A	A	A	A
Extent sympathetic/supportive to needs	A	A	A	A	A	A	A	A	A
Extent treat students as mature individuals	A	A	A	A	A	A	A	A	A
Extent encourage to learn effectively	A	A	A	A	A	A	A	A	A
The punctuality of teaching staff	A	A	A	A	A	A	A	A	A
The reliability of teaching staff	A	A	A	A	A	A	A	A	A
The academic/professional understanding	A	A	A	A	A	A	A	A	A
The enthusiasm of teaching staff	A	A	A	A	A	A	A	A	A

Figure 2.3: Student perception of teaching staff by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Availability of teaching staff	A	A	A	A	A	A	A
Amount time talk to staff about course	a	A	a	A	D	D	A
The approachability of teaching staff	A	A	A	A	A	A	A
Extent sympathetic/supportive to needs	A	A	A	A	A	A	A
Extent treat students as mature individuals	A	A	A	A	A	A	A
Extent encourage students to learn effectively	A	A	A	A	A	A	A
The punctuality of teaching staff	A	A	A	A	A	A	A
The reliability of teaching staff	A	A	A	A	A	A	A
The academic/professional understanding	A	A	A	A	A	A	A
The enthusiasm of teaching staff	A	A	A	A	A	A	A

- *Approachability of staff*, although very satisfactory, is very gradually declining over the years.

- Ratings of *availability of staff*, having declined to an unsati factory level last year have markedly improved this year and are at their highest level to date.

Changes over time: significant variations in trends between faculties

Satisfaction ratings of the *approachability of teaching staff are* markedly improving in Engineering and the Conservatoire and declining in Education. Most of the others are showing a slight reversal of a downwards trend. Most faculties are back to a position slightly lower than in 1992 (Figure 2.5).

There was decline in ratings of the *sympathy and understanding of staff* for all faculties except Health and Engineering in 1993. This trend has been reversed in most cases although 1995 levels are lower than 1994 for the Conservatoire and Education. Health and Social Sciences has seen a steady drop on this item since 1993 and the trend for BIAD students has been steadily downwards since 1992(Figure 2.6).

The spectacular decline in the rating for the *punctuality of teaching staff* in Built Environment in 1994 has been reversed suggesting that the rating for 1993 was an exceptional year. With the exception of BIAD students, satisfaction ratings for punctuality of staff have, overall, improved slightly since 1992 (Figure 2.7).

There is a disturbing downturn in the encouragement of effective learning in all faculties except the Conservatoire and Engineering (Figure 2.8), although the rating in all of them remains satisfactory.

Figure 2.4: Staff set

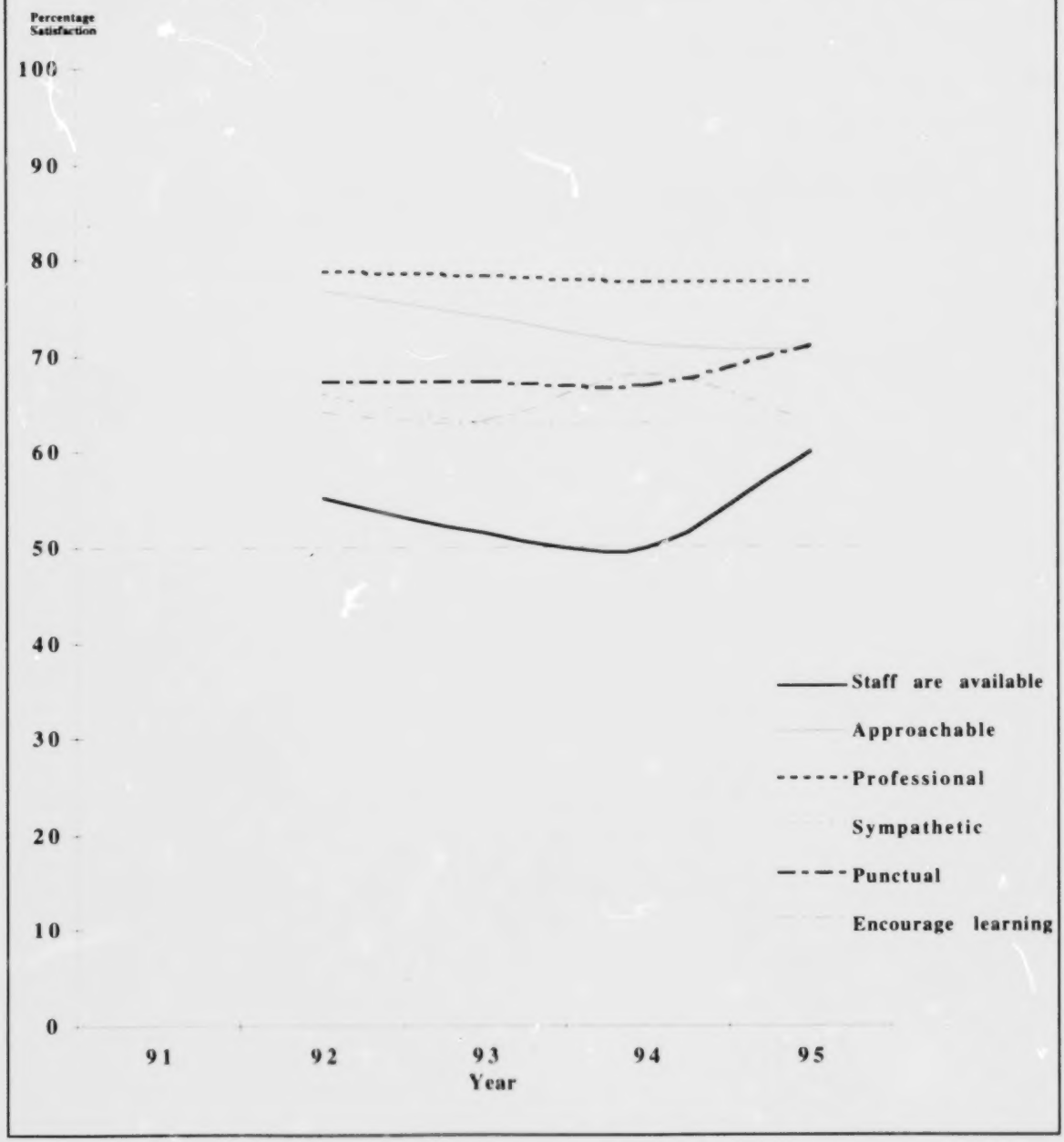


Figure 2.5: Teaching staff are approachable

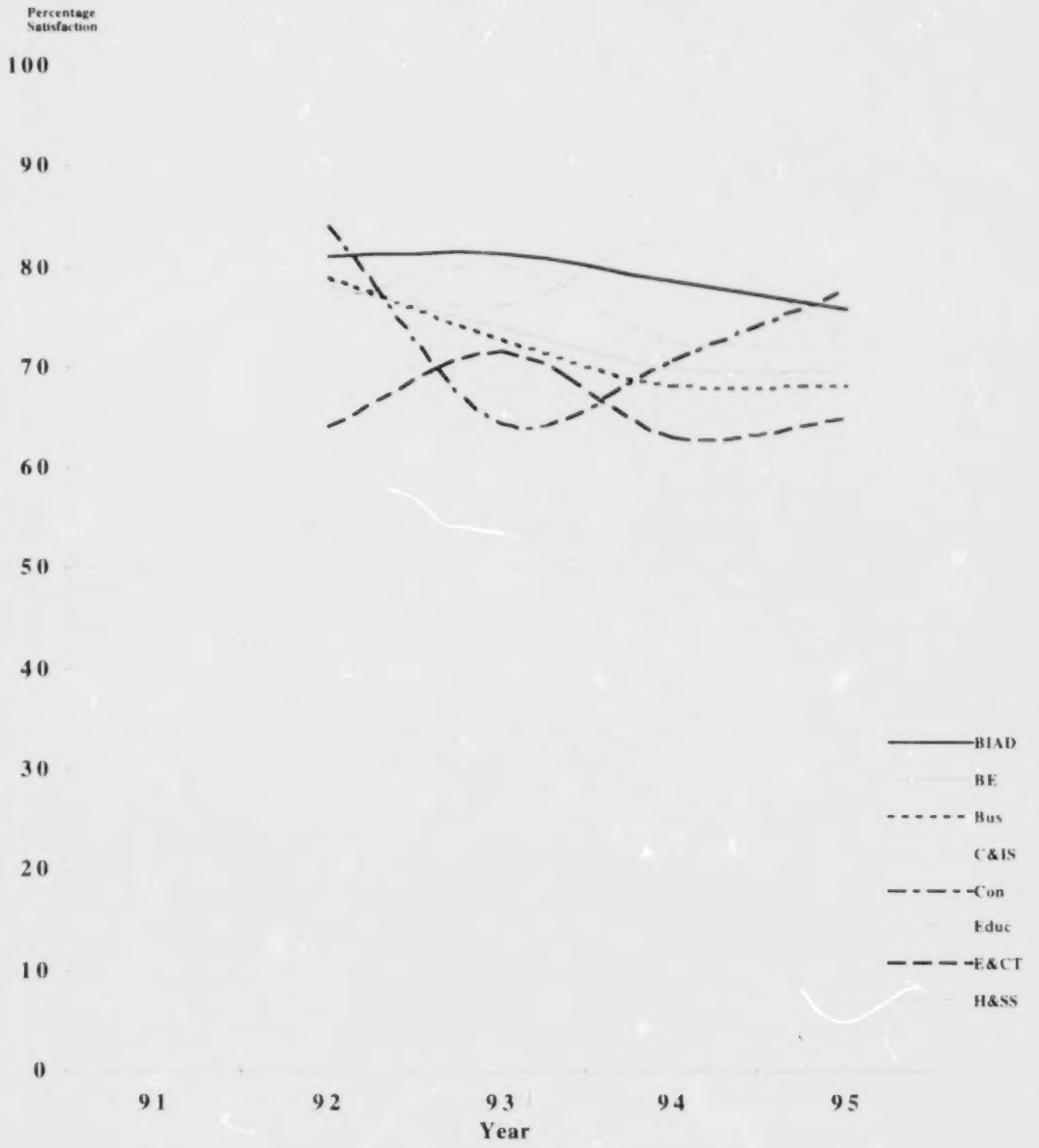


Figure 2.6: Teaching staff are sympathetic to the needs of students

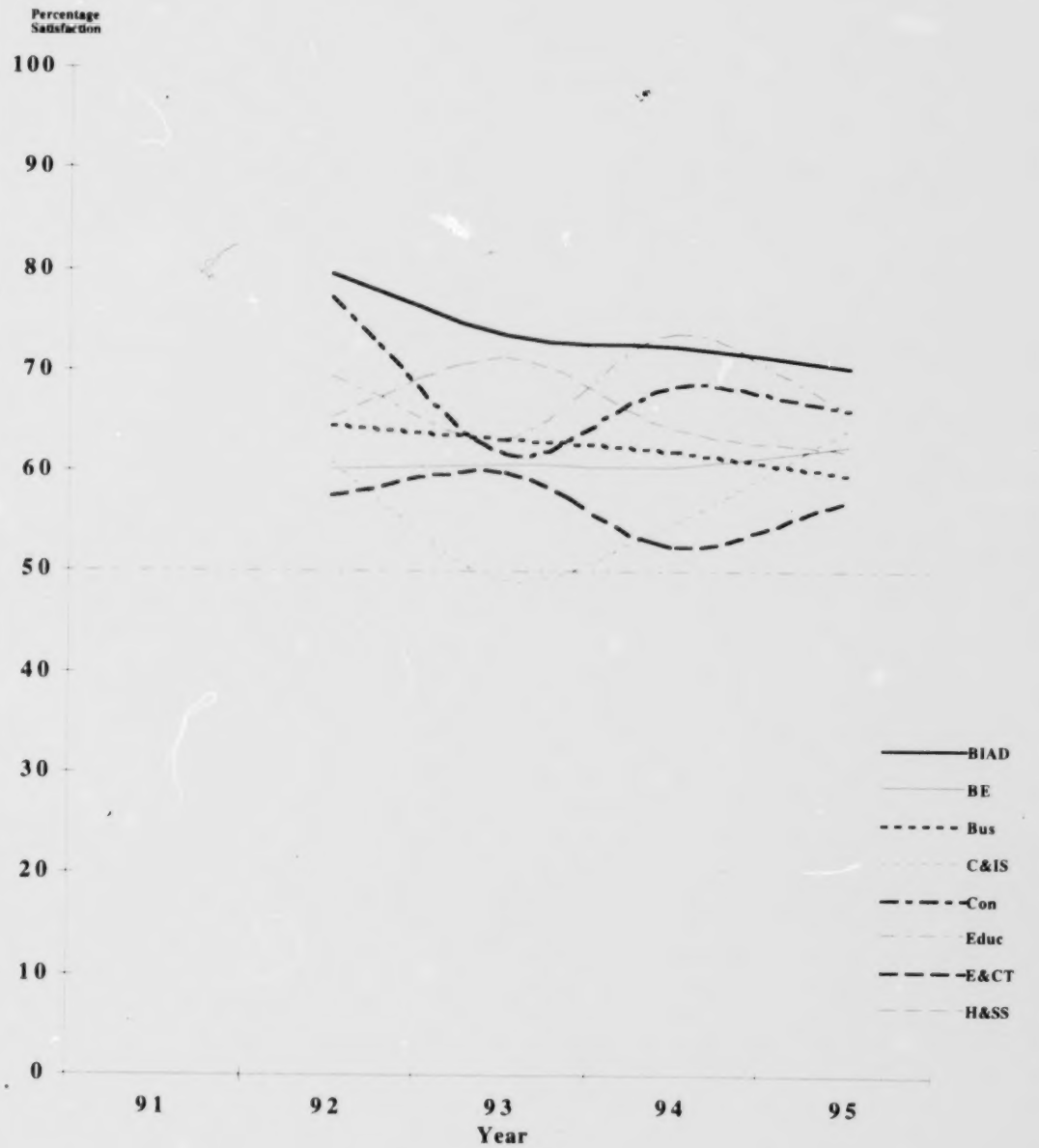


Figure 2.7: Teaching staff are punctual

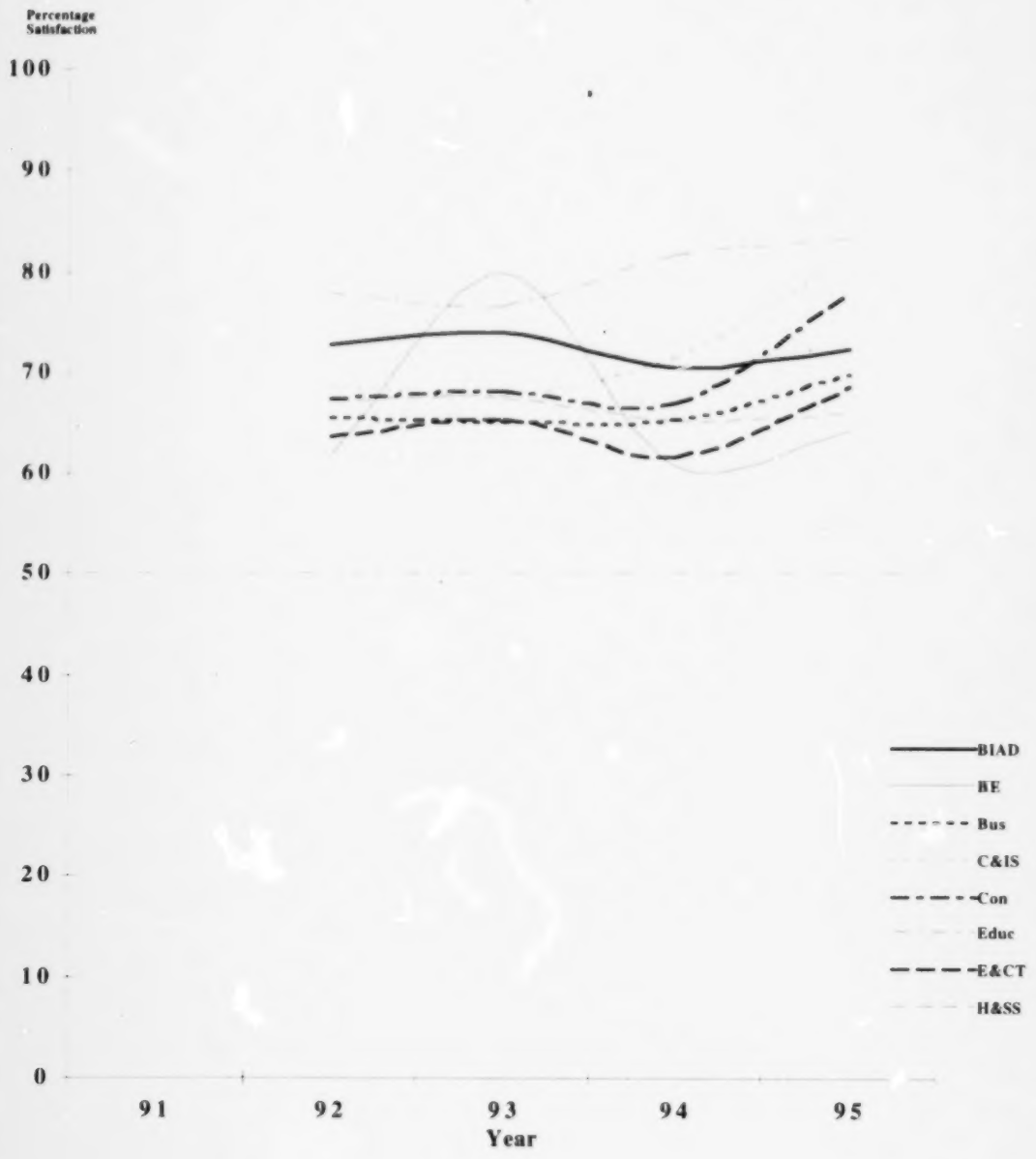
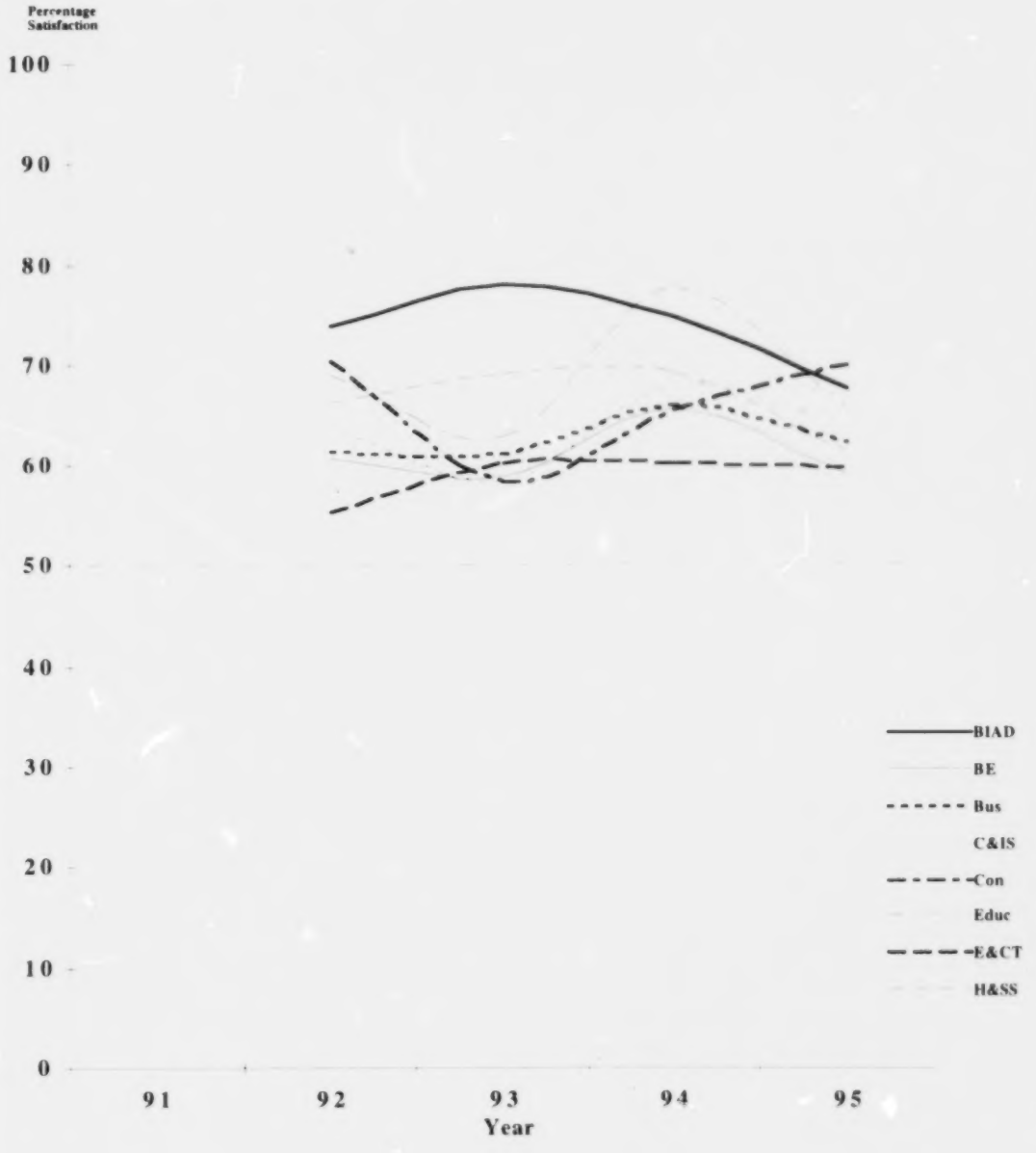


Figure 2.8: Teaching staff encourage students to learn effectively



CHAPTER 3
COURSE ORGANISATION

'Course' is used as a generic term to include programmes of study or sets of modules that students are studying during the academic year 1994–5. In the main, students are satisfied with the information they receive, the way their course is organised and their workload. There is dissatisfaction with return of assignments and some appeals procedures in relation to assessment marks. Nearly all items in relation to course organisation are very important to all students across the institution (Figure 3.1).

Communication of information

- Students in all faculties are satisfied that they *know what to expect from the course* and their tutors, *what is expected of themselves* and that *information about the course* is accessible (Figure 3.1).

- Similarly, students are satisfied that they can be *contacted* by course organisers when necessary and that they have enough *prior notification* of changes to course arrangements. This is a change from 1994. Students in two faculties were dissatisfied with contact arrangements and students in three faculties were dissatisfied with prior notification of changes to the course. The change reflects the attention paid to these issues by faculties following the publication of last year's report (Figure 3.1). Although not a faculty-specific issue, prior notification remains a particular concern to full-time undergraduates in their final year(s). Similarly, part-time undergraduates in their final year(s) are dissatisfied with contact arrangements. (Figure 3.2).

- When asked about the *usefulness of personal, pastoral or counselling tutorials*, students across the University indicate that, overall, such tutorials are important and they are satisfied with what they receive (Figure 3.1).

- Students in all faculties express satisfaction with the *complaints procedures*. Again, this is a marked improvement on 1994, when students in six faculties expressed dissatisfaction with such procedures (Figure 3.1). Once again, although not faculty-specific, full-time, undergraduates in their final year(s) are dissatisfied with complaints procedures (Figure 3.2). Asian students also indicate marked dissatisfaction with the procedures (Figure 3.3).

- The only aspect of communication regarded as unsatisfactory is the *course representative system*. There is marginal dissatisfaction for the University as a whole, with BIAD and Conservatoire students being particularly dissatisfied (Figure 3.1). Second-year, full-time undergraduates are particularly dissatisfied with the system (Figure 3.2).

Figure 3.1: Student perception of course organisation by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Communication of information									
Knowing what to expect from course/tutors	A	A	A	A	A	A	A	A	A
Knowing what is expected of you	A	A	A	A	A	A	A	A	A
Accessibility of info about your course	A	A	A	A	A	A	A	A	A
Prior notification of changes to arrangements	A	A	A	A	A	A	A	A	A
Ease of being contacted	A	A	A	A	A	A	A	A	A
Complaints/grievances procedures	A	a	A	A	A	A	A	A	A
Usefulness of personal tutorials	A	A	A	A	A	A	A	A	A
Effectiveness of the course rep system	D	a	d	A	D	a	d	A	d
Course organisation									
The way timetable is spread over day/week	A	A	A	A	A	A	A	A	A
Range of topics covered in your syllabus	A	A	A	A	A	A	A	A	A
Balance between theoretical & practical work	A	A	A	A	A	A	A	A	A
Flexibility in option/elective choice	A	a	A	A	A	a	A	A	A
Logical progression of work through course	A	A	A	A	A	A	A	A	A
Amount of study periods	A	a	A	A	A	D	A	A	A
Waiting time between classes	a	a	a	a	a	a	d	A	a
Usefulness of Learning Resource Centre	A	A	A	A	A	A	A	A	A
Opening hours of Learning Resource Centre	A	A	A	A	A	A	A	A	A
Workload and assessment									
The balance between coursework & exams	A	A	A	A	A	A	A	A	A
Flexibility of hand in dates	A	A	A	A	A	A	A	A	A
Usefulness of formal feedback	A	A	A	A	A	A	A	A	A
Usefulness of informal feedback	A	A	A	A	A	A	A	A	A
Promptness of feedback on assignments	A	D	D	A	D	D	D	D	D
Appeals procedures for assessment marks	A	d	D	A	A	A	D	A	D

Course organisation

- Students are satisfied with the way their *timetable is spread* over the week or day(s) that they attend UCE.
- Across the institution, students are satisfied with the *range of topics* covered in their syllabus, and the *flexibility in option or elective choices*.
- Students indicate that they are satisfied with the *balance between theoretical and practical work* and the *logical progression* of work through their course.
- With the exception of Education students, there is satisfaction with the *amount of study periods*.
- *Waiting times* between classes is marginally less important than other features of course organisation. Engineering students indicate marginal dissatisfaction with this item.
- The *Learning Resource Centres* are a source of satisfaction across the University, both in terms of usefulness and opening hours.

Figure 3.2: Student perception of course organisation by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Communication of information									
Knowing what to expect from course/tutors	A	A	A	A	A	A	A	A	A
Knowing what is expected of you	A	A	A	A	A	A	A	A	A
Accessibility of info about your course	A	A	A	A	A	A	A	A	A
Prior notification of changes to arrangements	A	A	D	A	A	A	A	A	A
Ease of being contacted	A	A	A	A	D	A	A	A	A
Complaints/grievances procedures	A	A	D	A	a	A	a	A	A
Usefulness of personal tutorials	A	A	A	A	a	A	A	A	A
Effectiveness of the course rep system	d	D	d	d	d	A	a	a	d
Course organisation									
The way timetable is spread over day/week	A	A	A	A	A	A	A	A	A
Range of topics covered in your syllabus	A	A	A	A	A	A	A	A	A
Balance between theoretical & practical work	A	A	A	A	A	A	A	A	A
Flexibility in option/elective choice	A	A	A	A	A	A	A	A	A
Logical progression of work through course	A	A	A	A	A	A	A	A	A
Amount of study periods	A	A	A	A	a	a	a	A	A
Waiting time between classes	a	A	a	a	a	a	a	A	a
Usefulness of Learning Resource Centre	A	A	A	A	A	A	A	A	A
Opening hours of Learning Resource Centre	A	A	A	A	A	A	A	A	A
Workload and assessment									
The balance between coursework & exams	A	A	A	A	A	A	A	A	A
Flexibility of hand in dates	A	A	A	A	A	a	A	A	A
Usefulness of formal feedback	A	A	A	A	A	A	A	A	A
Usefulness of informal feedback	A	A	A	A	A	A	A	A	A
Promptness of feedback on assignments	D	D	D	A	D	D	A	A	A
Appeals procedures for assessment marks	A	D	D	D	D	D	a	A	A

Workload and assessment

- Students across the University are satisfied with the *balance of examinations and coursework* on their course.
- Students, in all faculties, are also satisfied with *flexibility in relation to hand-in dates*.
- Similarly, students in all areas are satisfied with the *usefulness of both formal and informal feedback* on their work.
- However, there is a problem with the *promptness of feedback* on assignments. Students are dissatisfied with this in six of the eight faculties, only in BIAD and CIS do students indicate satisfaction (Figure 3.1). Full-time undergraduates, part-timers in the later stages of their course and full-time taught postgraduates, are all dissatisfied (Figure 3.2). Only younger students and Black students are satisfied with promptness of feedback on assignments (Figure 3.3). It is a moot point as to whether the prominence of this item on Faculty Charters has raised student expectations of promptness of feedback, or whether there is a significant decline in the speed at which feedback on assignments is conveyed to students.

Figure 3.3: Student perception of course organisation by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Communication of information							
Knowing what to expect from course/tutors	A	A	A	A	A	A	A
Knowing what is expected of you	A	A	A	A	A	A	A
Accessibility of info about your course	A	A	A	A	A	A	A
Prior notification of changes to arrangements	A	A	A	A	A	A	A
Ease of being contacted	A	A	A	A	A	A	A
Complaints/grievances procedures	A	A	A	A	D	A	A
Usefulness of personal tutorials	A	A	A	A	A	A	A
Effectiveness of the course rep system	d	d	d	d	d	d	d
Course organisation							
The way timetable is spread over day/week	A	A	A	A	A	A	A
Range of topics covered in your syllabus	A	A	A	A	A	A	A
Balance between theoretical & practical work	A	A	A	A	A	A	A
Flexibility in option/elective choice	A	A	A	A	A	A	A
Logical progression of work through course	A	A	A	A	A	A	A
Amount of study periods	A	A	A	A	A	A	A
Waiting time between classes	a	a	a	a	a	a	a
Usefulness of Learning Resource Centre	A	A	A	A	A	A	A
Opening hours of Learning Resource Centre	A	A	A	A	A	A	A
Workload and assessment							
The balance between coursework & exams	A	A	A	A	A	A	A
Flexibility of hand in dates	A	A	A	A	A	A	A
Usefulness of formal feedback	A	A	A	A	A	A	A
Usefulness of informal feedback	A	A	A	A	A	A	A
Promptness of feedback on assignments	D	D	A	D	D	A	D
Appeals procedures for assessment marks	D	A	A	D	D	D	A

- There is some concern about *appeals procedures in relation to assessment marks*. Students in the Business School and Engineering are dissatisfied (Figure 3.1). This is a concern, irrespective of faculty, of part-time undergraduates at all stages, full-time undergraduates after the first year, and full-time taught postgraduates (Figure 3.2). Men are more concerned about this than women. Older students, Asian and Black students are dissatisfied with appeals procedures for assessed marks (Figure 3.3).

There are no changes over time reported in this section as this has been an area where the questionnaire has changed dramatically in recent years. Next year's report will offer an opportunity to present and comment on changes.

CHAPTER 4 TEACHING AND LEARNING

Students in all faculties are satisfied with all aspects of taught group sessions (lectures, seminars and crits) (Figure 4.1). Individual teaching, on the other hand, is a source of considerable dissatisfaction. Placements and visits are another area where significant dissatisfaction occurs. Nearly all aspects of teaching and learning are seen as very important by students.

Taught group sessions

- Students in all faculties are satisfied with the *amount*, *length* and *size* of lectures and seminars (or equivalent sessions).
- The *content* of sessions, the *pace* and *clarity of teaching* are all rated as satisfactory across the university.
- The *use of teaching aids* such as OHPs and handouts is also satisfactory (although the former is not important for Conservatoire students).
- The amount of *passive listening in taught sessions*, the amount of *note taking*, *opportunities for discussion* and *opportunities to work in groups* are all satisfactory.

Practical sessions

- Students in all but one faculty are satisfied with the *amount and usefulness of practical sessions*. Built Environment students are dissatisfied with the amount of such sessions although they find them useful, which suggests they do not feel they are getting enough practical sessions.
- *Support staff in practical sessions*, across the University, are rated as helpful and display a suitable level of expertise.

Tutorials/individual teaching

- Only BIAD and Conservatoire students are satisfied with the *amount of individual teaching* they receive (Figure 4.1). This is a significant worsening of the situation since last year. All taught full-time students, undergraduate and postgraduate are dissatisfied with the amount of tutorials, as are part-time undergraduates in their first two years (Figure 4.2). Overall, older students, students from all ethnic groups and both men and women are dissatisfied

Figure 4.1: Student perception of teaching and learning methods by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Taught group sessions									
Amount of taught group sessions	A	a	A	A	A	A	A	A	A
The length of taught group sessions	a	a	A	A	a	A	A	A	A
The pace of teaching in sessions	A	a	A	A	A	A	A	A	A
The clarity of teaching in sessions	A	A	A	A	A	A	A	A	A
The content of taught group sessions	A	A	A	A	A	A	A	A	A
The use of OHPs by teaching staff	a	a	a	a	c	a	a	a	a
The usefulness of handouts	A	A	A	A	A	A	A	A	A
The availability of handouts	A	A	A	A	A	A	A	A	A
The amount of notetaking required	a	a	A	A	A	a	A	A	A
The amount of passive listening	a	a	a	a	a	a	a	a	a
The opportunity to work in groups	a	a	a	A	a	a	a	a	a
Opportunities for discussion in sessions	A	A	A	A	A	A	a	A	A
Size of taught groups	A	A	A	A	A	A	A	A	A
Practical sessions									
The amount of practical sessions	A	D	a	A	A	A	A	A	A
The usefulness of practical sessions	A	A	A	A	A	A	A	A	A
Helpfulness of support staff	A	A	A	A	A	A	A	A	A
Level of expertise of support staff	A	A	A	A	A	A	A	A	A
Tutorials/individual teaching									
The amount of tutorials	A	D	D	D	A	D	D	D	D
The usefulness of tutorials	A	A	A	A	A	A	A	A	A
Individual work									
Amount of additional reading	A	A	A	A	A	A	A	A	A
Amount of project work	A	A	A	A	a	A	A	A	A
The usefulness of doing project work	A	A	A	A	a	A	A	A	A
Placements and visits									
The suitability of placements	A	A	A	A	A	A	D	A	A
Assessment of placements	A	d	a	A	a	A	d	A	A
Amount of visits/trips on your course	D	D	d	d	D	A	d	A	D
The usefulness of visits/trips	A	A	d	A	D	A	A	A	A

with the amount of individual teaching. Only students under 25 years of age indicate satisfaction with the amount of tutorials (Figure 4.3).

- Students in all faculties think *individual teaching* is important and useful.

Individual work

- Students in all faculties are satisfied with the *amount of additional reading* required on their course.

- Similarly, students across the University are satisfied with the *amount and usefulness of the project work* on their course.

Placements and visits

- Engineering students indicate dissatisfaction with the *suitability of placements*.
- *Assessment of placements* is another area of concern. Marginal dissatisfaction is indicated by students in Built Environment and Engineering (Figure 4.1). Undergraduates in their final year(s), both full-time and part-time are dissatisfied with placement assessment.
- Only Health and Social Science and Education students are satisfied with the amount of *visits or trips* on their course (Figure 4.1). Undergraduates, full-time and part-time, are dissatisfied (Figure 4.2). Dissatisfaction with the amount of trips is evident for all types of students, with the exception of those under 25 years of age (Figure 4.3).
- All students see *visits and trips* as useful with the exception of Conservatoire students (Table 4.1) and Asian students, irrespective of faculty (Table 4.3).

Figure 4.2: Student perception of teaching and learning methods by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Taught group sessions									
Amount of taught group sessions	A	A	A	A	a	A	A	A	A
The length of taught group sessions	A	A	a	A	a	a	a	A	A
The pace of teaching in sessions	A	A	A	A	A	A	A	A	A
The clarity of teaching in sessions	A	A	A	A	A	A	A	A	A
The content of taught group sessions	A	A	A	A	A	A	A	A	A
The use of OHPs by teaching staff	a	a	a	a	a	a	a	a	a
The usefulness of handouts	A	A	A	A	A	A	A	A	A
The availability of handouts	A	A	A	A	A	A	A	a	A
The amount of notetaking required	A	A	a	a	A	a	a	A	A
The amount of passive listening	a	a	a	a	a	a	a	A	a
The opportunity to work in groups	a	a	a	a	a	a	a	a	a
Opportunities for discussion in sessions	A	A	A	A	a	A	A	A	A
Size of taught groups	A	A	A	A	A	A	A	A	A
Practical sessions									
The amount of practical sessions	A	A	A	A	A	A	A	A	A
The usefulness of practical sessions	A	A	A	A	A	A	A	A	A
Helpfulness of support staff	A	A	A	A	A	A	A	A	A
Level of expertise of support staff	A	A	A	A	A	A	A	A	A
Tutorials/individual teaching									
The amount of tutorials	D	D	D	D	A	D	A	A	A
The usefulness of tutorials	A	A	A	A	A	A	A	A	A
Individual work									
Amount of additional reading	A	A	A	A	A	A	A	A	A
Amount of project work	A	A	A	A	A	A	A	A	A
The usefulness of doing project work	A	A	A	A	A	A	A	A	A
Placements and visits									
The suitability of placements	A	A	A	A	d	A	A	d	A
Assessment of placements	A	A	D	A	d	A	a	a	a
Amount of visits/trips on your course	D	D	D	d	D	a	A	A	A
The usefulness of visits/trips	A	A	A	A	A	A	A	A	A

Figure 4.3: Student perception of teaching and learning methods by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Taught group sessions							
Amount of taught group sessions	A	A	A	A	A	A	A
The length of taught group sessions	a	A	A	a	A	A	A
The pace of teaching in sessions	A	A	A	A	A	A	A
The clarity of teaching in sessions	A	A	A	A	A	A	A
The content of taught group sessions	A	A	A	A	A	A	A
The use of OHPs by teaching staff	a	a	a	a	A	a	a
The usefulness of handouts	A	A	A	A	A	A	A
The availability of handouts	A	A	A	A	A	A	A
The amount of notetaking required	A	A	A	A	A	A	A
The amount of passive listening	a	a	a	a	A	a	a
The opportunity to work in groups	a	a	a	a	A	a	a
Opportunities for discussion in sessions	A	A	A	A	A	A	A
Size of taught groups	A	A	A	A	A	A	A
Practical sessions							
The amount of practical sessions	A	A	A	A	A	A	A
The usefulness of practical sessions	A	A	A	A	A	A	A
Helpfulness of support staff	A	A	A	A	A	A	A
Level of expertise of support staff	A	A	A	A	A	A	A
Tutorials/individual teaching							
The amount of tutorials	D	D	A	D	D	D	D
The usefulness of tutorials	A	A	A	A	A	A	A
Individual work							
Amount of additional reading	A	A	A	A	A	A	A
Amount of project work	A	A	A	A	A	A	A
The usefulness of doing project work	A	A	A	A	A	A	A
Placements and visits							
The suitability of placements	A	A	A	A	A	A	A
Assessment of placements	a	A	A	A	A	A	A
Amount of visits/trips on your course	D	D	A	D	D	D	D
The usefulness of visits/trips	A	A	A	A	D	A	A

Changes over time for UCE as a whole

The satisfaction ratings of most key items relating to teaching and learning have improved following a stable period between 1992 and 1994.

- Student ratings of the *pace* and of *clarity of teaching* have remained stable (Figure 4.4).
- Ratings of '*lectures*' and '*tutorials*' dropped after 1992 but have subsequently improved (Figure 4.4). [1]
- This year there is a marked reversal of the downward trend in satisfaction ratings of workshops and *practicals* (Figure 4.4). [2]
- *Visits* is an area that has always attracted a dissatisfaction rating, but the trend is now upwards with the highest ever overall rating this year (Figure 4.4).

- Satisfaction ratings of *group work* and *project work* have improved (Figure 4.5).

- Ratings of *note taking* and *passive listening* in sessions have both marginally declined over the years, which may reflect a desire for a more active learning approach (Figure 4.5).

- Satisfaction with the amount of *additional reading* required on the course also shows a slow downward trend (Figure 4.5).

Changes over time: significant variations in trends between faculties

There is a stunning increase in the satisfaction with '*tutorials*' in the Conservatoire this year after a slow recovery from a trough in 1993. Part of the 'recovery' is explained by terminological confusion. Supposedly, Conservatoire students, who voice high degrees of satisfaction with 'individual teaching', indicated dissatisfaction, in 1993, because they appeared to be missing out on 'tutorials'. The change in terminology has clarified the situation (Figure 4.6).

Ratings of *individual teaching* (tutorials) are generally improving in most faculties, with the exception of Education and Engineering. However, most have a rating below the 1992 level (Figure 4.6).

Satisfaction with the *pace of teaching* is declining in most faculties, which may be related to modularisation and semesterisation and attempts to fit too much content into a shorter period of time (Figure 4.7)

Student ratings of satisfaction with visits is very varied (Figure 4.8):

- Although unsatisfactory, Engineering students' ratings are rising significantly from a very low rating in 1992.

- Conservatoire ratings have gone up and down and are back at 1992 levels.

- CIS and Business have gone down then up, the former returning to 1992 levels while the Business School is lower than in 1992.

- The ratings of Built Environment students and BIAD students have improved and for the first time both have reached a satisfactory level.

- The spectacular downward trend for Health and Social Science from satisfactory to unsatisfactory has been reversed this year.

Satisfaction ratings with *group work* are slowly improving, except for students in BIAD (Figure 4.9).

1 In previous years there was a single question about 'lectures'. This has changed in 1995 and the term 'lectures' has been replaced by a more flexible term 'taught group sessions'. The score for this year is based on the mean of two questions 'the amount of taught group sessions' and 'the content of taught group sessions'. Similarly, 'tutorials' has been clarified to mean 'individual teaching'. In previous years there was a single question on tutorials, the score used here is the mean of 'the amount of tutorials' and the 'usefulness of tutorials'.

2 In previous years there was single question about 'workshops or practicals'. The score for this year is based on the mean of two questions 'the amount of practical sessions' and 'the usefulness of practical sessions'.

Figure 4.4: Teaching set 1

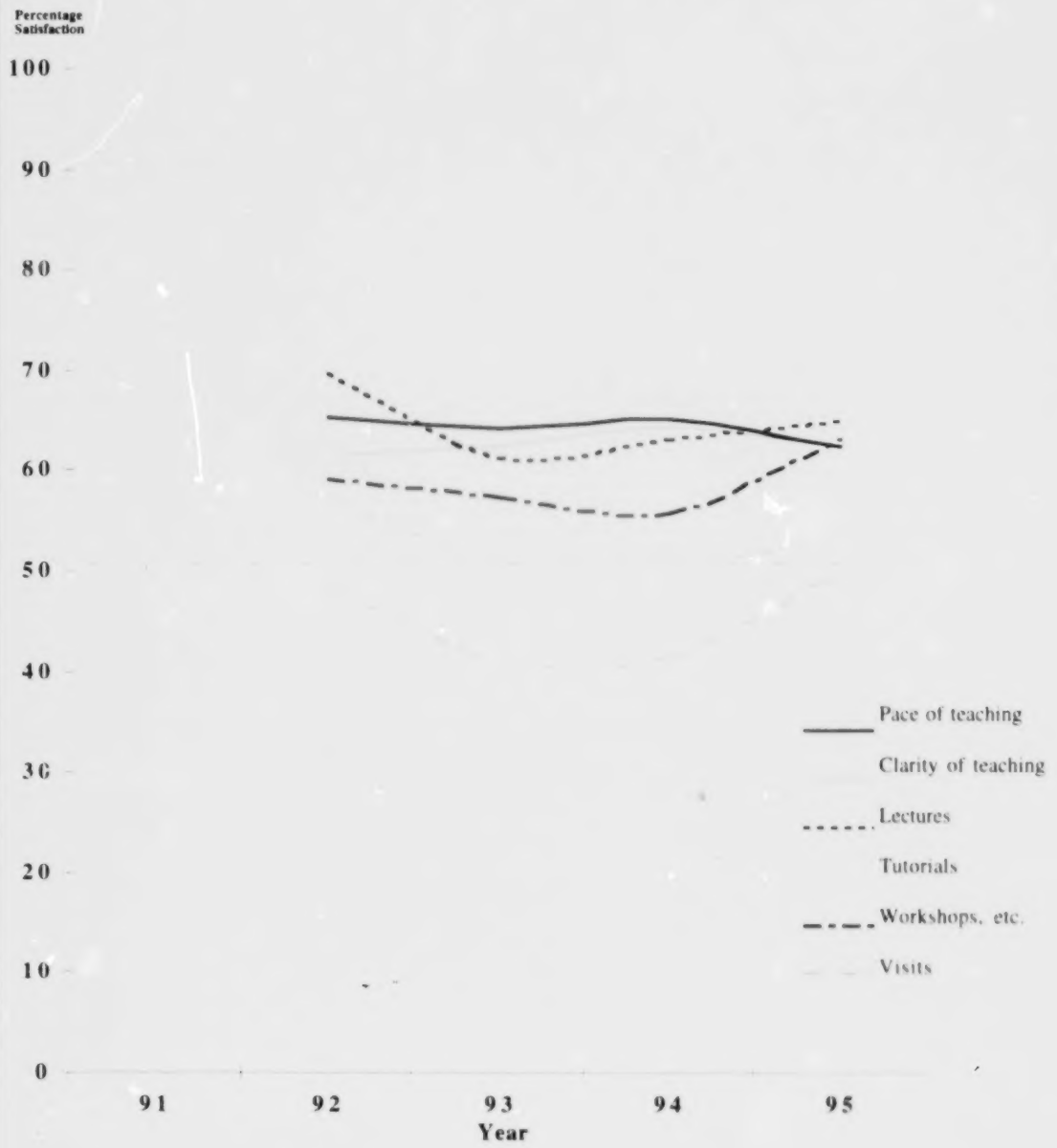


Figure 4.5: Teaching set 2

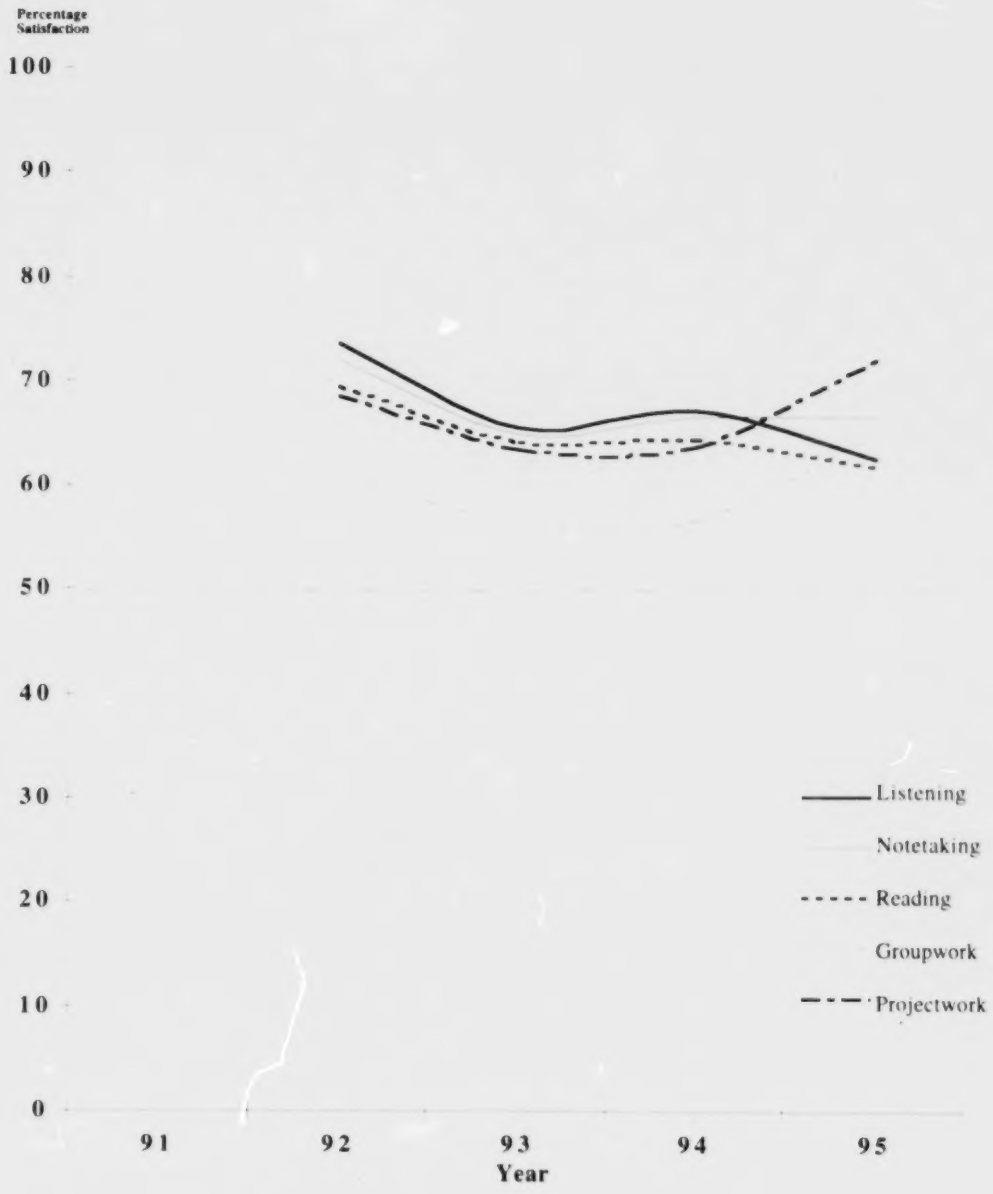


Figure 4.6: Tutorials

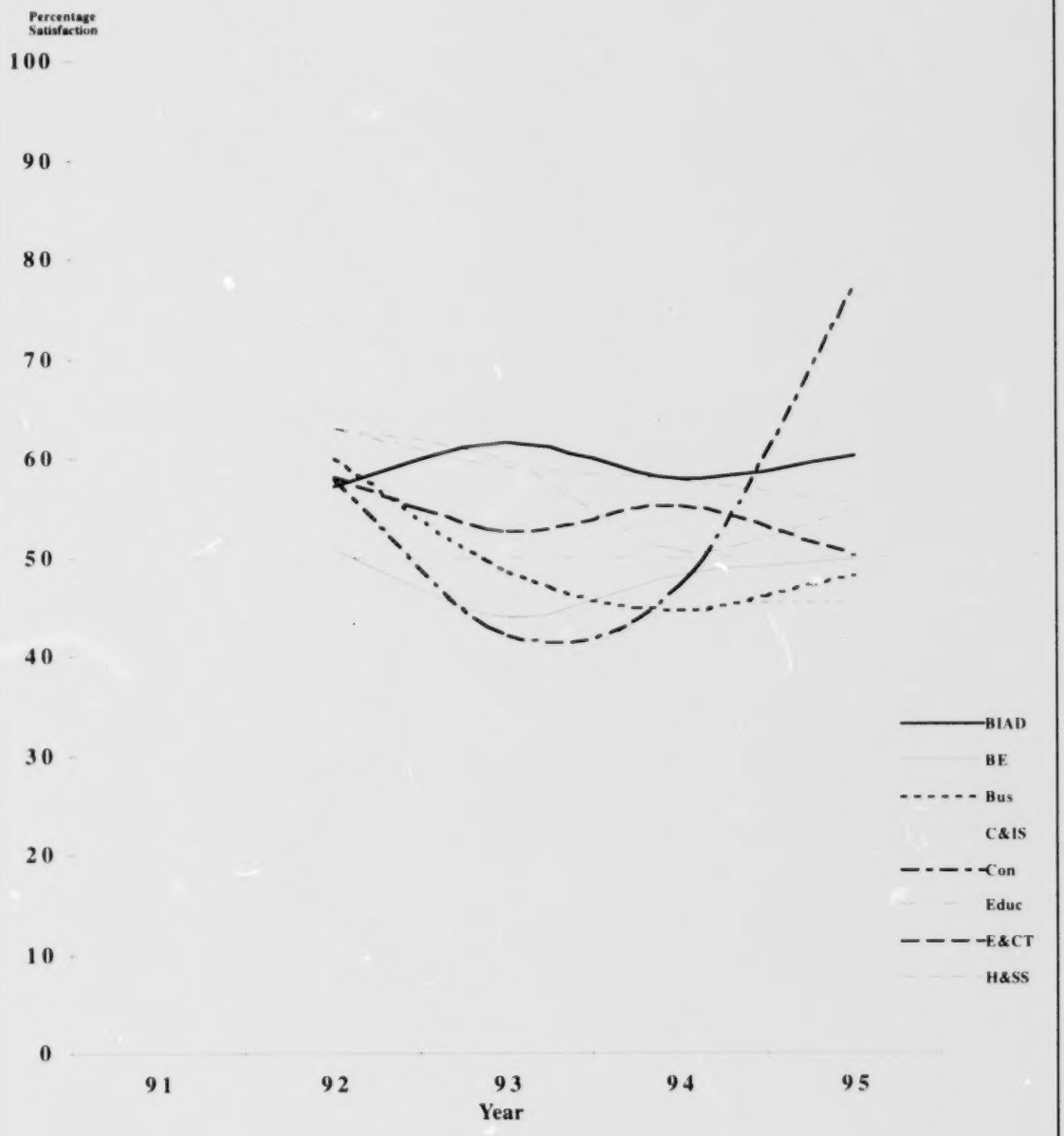


Figure 4.7: Pace of teaching

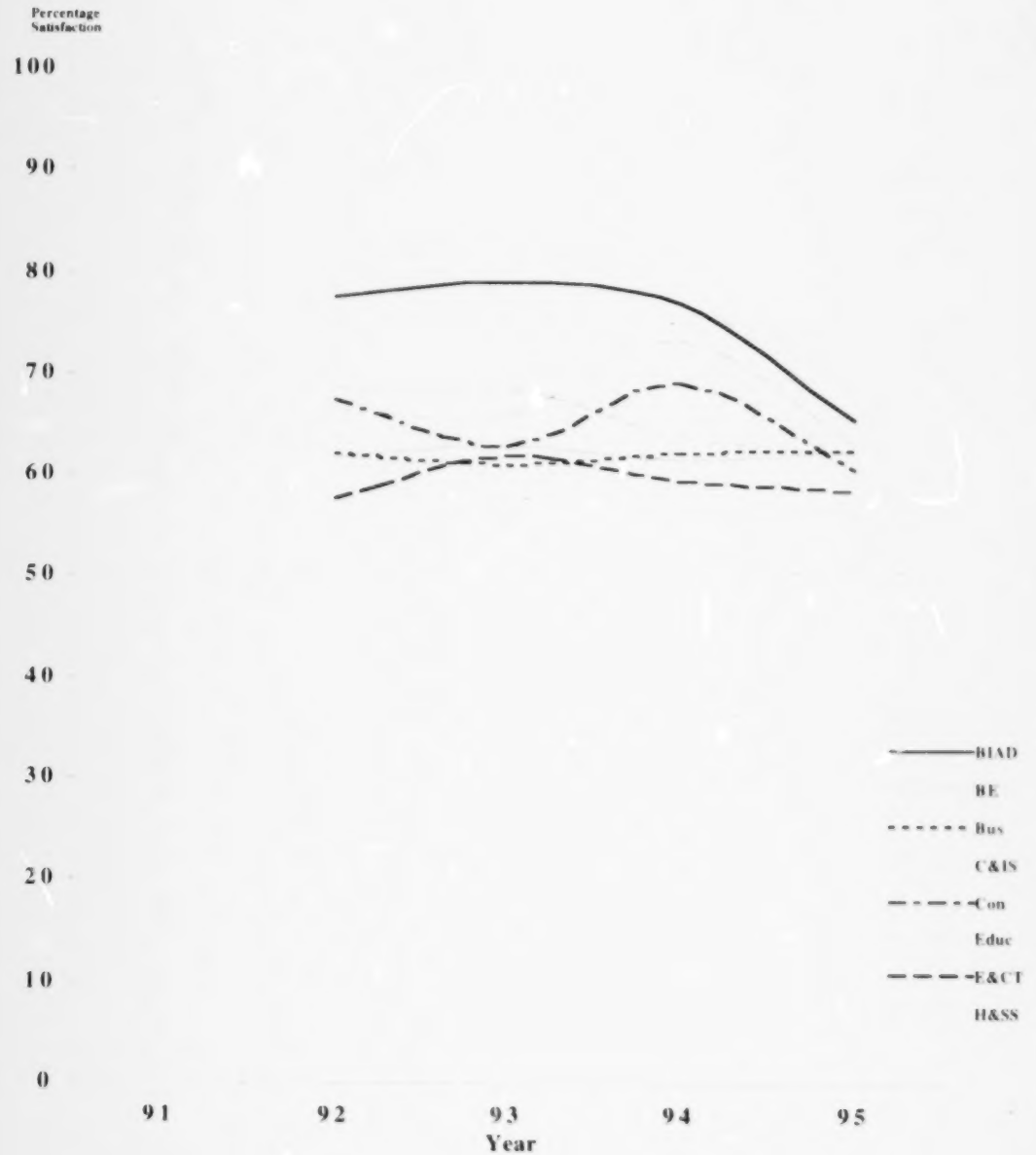


Figure 4.8: Visits

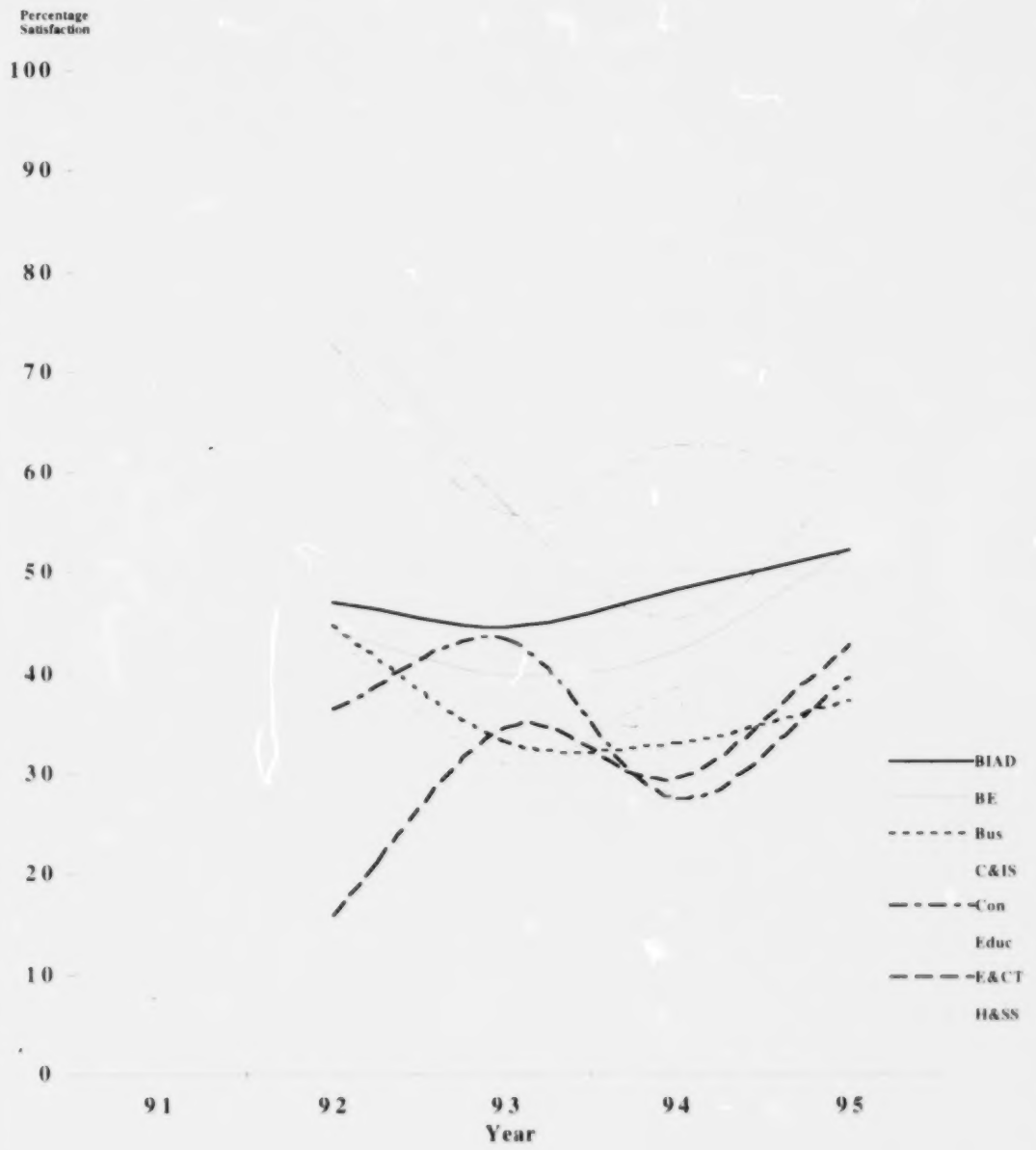
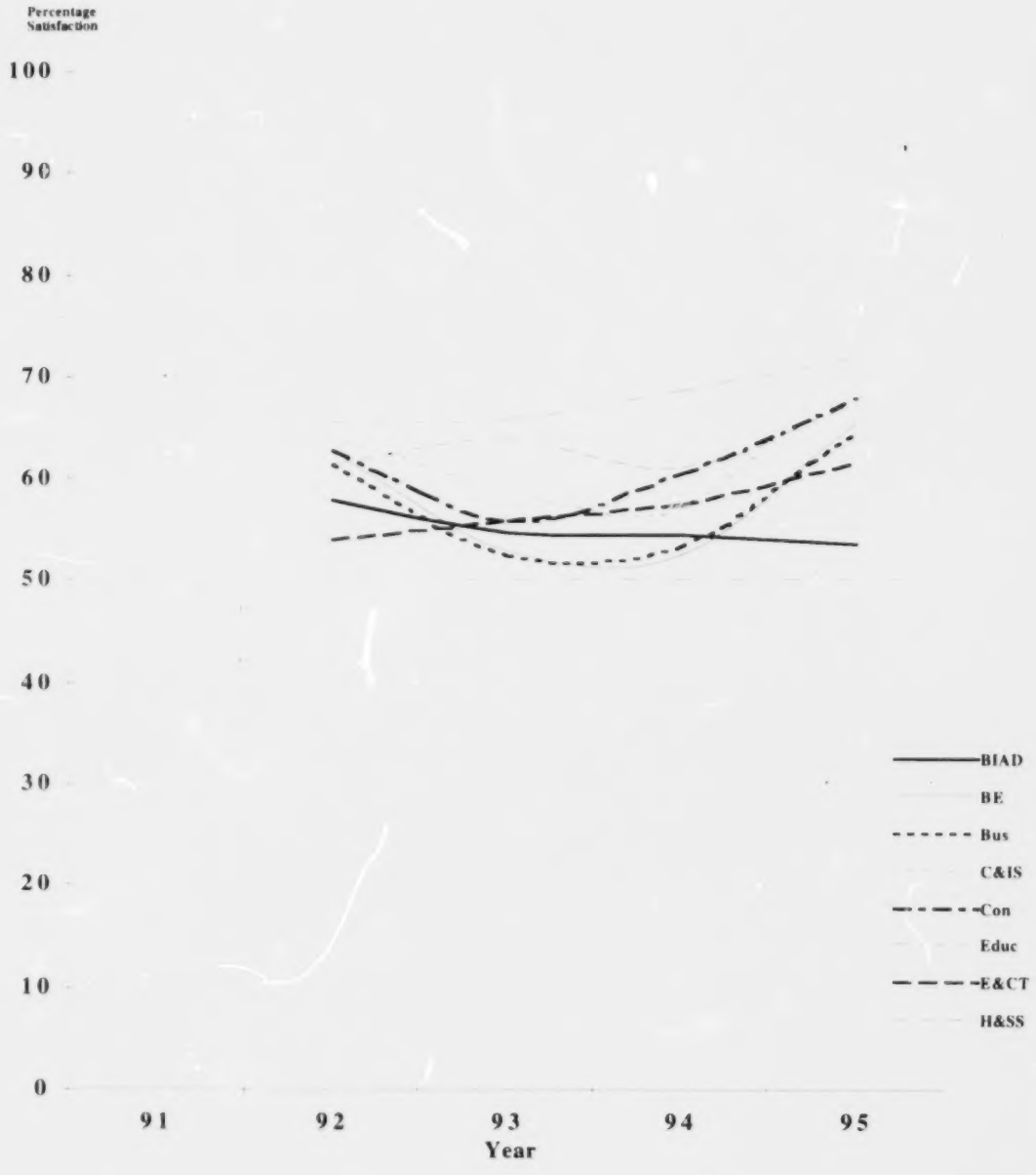


Figure 4.9: Groupwork



CHAPTER 5 INFORMATION SERVICES—LIBRARY

Most aspects of library provision are satisfactory but there remains some significant dissatisfaction with the book stock, although the situation has improved over the last three years. Noise levels and availability of group study rooms and photocopying facilities in libraries are other areas of significant dissatisfaction. Perry Barr is, by far, the most used library in the University, with three quarters of the respondents indicating that it is the *main* library they use.

Usage of library facilities.

Three quarters of users of UCE libraries (75.3%) visit a University library at least once a week (Figure 5.1). Perry Barr is the library most students identify as their *main* library (72.2%). Next most used by our respondents as a main library are Gosta Green (6.4%) and Westbourne Road Upper Library (5.6%) (Figure 5.2).

When asked about other libraries that they use, half our sample identified the Birmingham Central Library (50.5%) and over a third use local libraries (39.1%). Other UCE libraries, libraries in other universities and workplace libraries are all used by about one in six students (Figure 5.3).

Students who use the Conservatoire and Gosta Green libraries are heavy users of the Birmingham Central Library (84.4 and 81.6% respectively). Around 40% of the students who use the libraries at Westbourne Road, Gosta Green, Bournville and International House use other UCE libraries. Less than one in ten users of the Perry Barr Library use other UCE libraries. Most students who do not use any UCE library make use of local or workplace libraries. However, a third (29.6%) of these students do not use any library at all (Figure 5.4).

Figure 5.1: On average, how often do you use this library? (n = 1964)

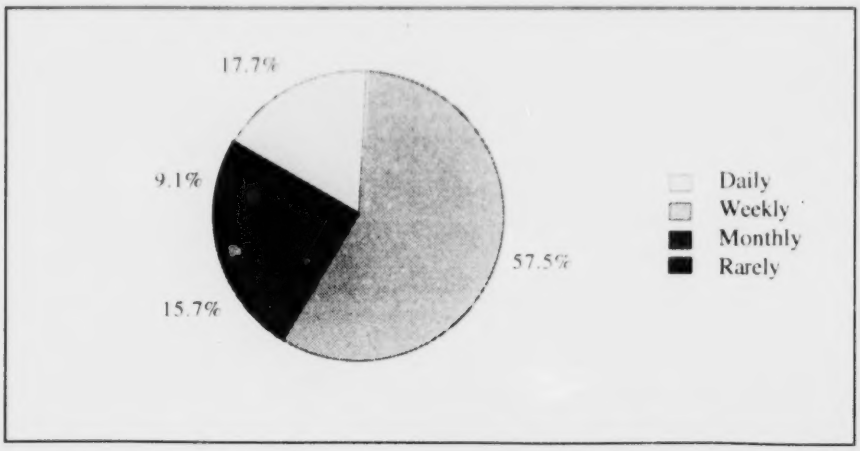


Figure 5.2: Which UCE library do you *mainly* use? (n = 1998)

Library	%
Perry Barr	72.2
Westbourne Rd Upper	5.6
Gosta Green	6.4
Bournville	4.1
Conservatoire	2.3
International House	1.8
Vittoria Street	1.7
Westbourne Rd Lower	0.9
Other	1.2
None	4.1

Figure 5.3: Which other libraries do you use?

Library	%
Central library	50.5
Local libraries	39.1
Other universities	16.8
Workplace	15.0
Other UCE libraries	14.5
Other	5.1
None	12.8

Note: Percenatges do not add up to 100 as students could indicate as many as appropriate

Figure 5.4: Other libraries used by main library used?

Library	Oth UCE	Oth Unis	None	Central	Local	Work	Other
Perry Barr (n = 1443)	8.6	19.2	14.9	48.7	36.7	17.1	5.1
Conservatoire (n = 45)	2.2	4.4	11.1	84.4	20.0	0	0
Int House (n = 35)	37.1	22.9	5.7	74.3	45.7	17.1	2.9
Westbourne Rd (n = 129)	43.4	9.3	9.3	43.4	58.1	7.8	4.7
Gosta Green (n = 127)	44.9	13.4	3.1	81.6	27.6	5.5	4.7
Vittoria Street (n = 34)	29.4	11.8	5.9	50.0	55.9	5.9	2.9
Bournville (n = 81)	43.2	9.9	4.9	59.3	64.2	4.9	4.9
None (n = 81)	-	14.8	29.6	17.3	38.3	27.2	6.2

Library provision

- The *range of books* remains a source of dissatisfaction for CIS students (Figure 5.5). However, this represents a significant improvement on last year, when students in five faculties expressed dissatisfaction. Taught full-time postgraduates and final year(s) full-time undergraduates are dissatisfied with the range of books (Figure 5.6)

- Students in CIS and ECT also continue to be dissatisfied with the *up-to-dateness of books* (Figure 5.5). Again this is an improvement on last year when students in six faculties were dissatisfied. Taught full-time postgraduates and post-first year, full-time undergraduates are dissatisfied with this item (Figure 5.6). Those students who use a University library on a daily basis are dissatisfied, while those who use it less frequently are satisfied with the up-to-dateness of books (Figure 5.8).

- *Availability of recommended reading* and *multiple copies of core books* continues to be a major area of dissatisfaction. As in 1994, only students at the Conservatoire and BIAD are satisfied with these items.

- The only types of students who are satisfied with the *availability of recommended reading* and *multiple copies* are postgraduate research students and 'other' students (Figure 5.6). Black students are satisfied with multiple copies of core books (Figure 5.7). Concerns about availability and multiple copies are not affected by the extent of usage (Figure 5.8).

Figure 5.5: Student perception of Information Services—Library by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Range of books	A	A	A	D	A	A	A	A	A
'Up-to-dateness' of books	A	A	A	D	A	A	D	A	A
Availability of rec reading	A	D	D	D	A	D	D	D	D
Multiple copies of core books	A	D	D	D	A	D	D	D	D
Range of journals/periodicals	A	A	A	A	A	A	a	A	A
Waiting time at the issue desk	A	a	a	a	A	A	a	a	a
Waiting time at info desks	A	a	a	A	A	A	a	a	a
Helpfulness of library staff	A	A	A	A	A	A	A	A	A
Info about library services	A	a	A	A	A	A	a	A	A
Telephone renewal/reservations	A	A	A	A	A	A	a	A	A
Inter-library loans	A	a	a	A	A	A	a	A	A
Inter-site loans	A	a	a	A	A	A	a	A	a
Library fines	a	a	d	a	a	a	d	d	a
Opening hours	A	A	A	A	A	A	A	A	A
Photocopying facilities	D	A	A	A	A	A	A	A	A
Library environment									
Adequacy of workspace	A	A	A	A	A	A	A	A	A
Noise levels	A	D	D	D	A	A	D	A	A
Availability of study places	A	A	A	A	A	A	A	A	A
Availability of group study rooms	d	d	D	D	D	D	D	A	D
On-line catalogue (OLC)									
Accessibility/availability of OLC	A	A	A	A	A	A	A	A	A
Facility for self-renewal/reservation	A	a	A	A	A	A	A	A	A
Facility for self-issue	a	a	a	A	A	a	a	A	a
User-friendliness of OLC	A	A	A	A	A	A	A	A	A
CD ROMs									
Accessibility/availability of CD ROMs	A	a	A	A	A	A	a	A	A
User-friendliness of CD ROMs	A	a	A	A	a	A	a	A	A
Usefulness of CD ROMs	A	a	A	A	a	a	a	A	A
Relevance to your subject area	A	a	A	A	a	A	a	A	A

Figure 5.6: Student perception of Information Services—Library by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Range of books	A	A	D	A	A	D	A	A	A
'Up-to-dateness' of books	A	D	D	A	A	D	A	A	A
Availability of rec reading	D	D	D	D	D	D	D	A	A
Multiple copies of core books	D	D	D	D	D	D	A	A	A
Range of journals/periodicals	A	A	A	A	A	A	A	A	A
Waiting time at the issue desk	a	a	a	a	a	a	a	A	A
Waiting time at info desks	a	a	a	a	a	a	A	A	A
Helpfulness of library staff	A	A	A	A	A	A	A	A	A
Info about library services	A	A	a	A	A	a	A	A	A
Telephone renewal/reservations	A	A	A	A	A	A	A	A	A
Inter-library loans	a	A	A	A	a	A	a	A	A
Inter-site loans	a	A	a	A	a	a	a	A	A
Library fines	a	d	d	a	a	a	a	a	a
Opening hours	A	A	A	A	A	A	A	A	A
Photocopying facilities	A	A	D	A	A	D	A	A	D
Library environment									
Adequacy of workspace	A	A	A	A	A	A	A	D	A
Noise levels	A	A	D	A	D	D	A	A	A
Availability of study places	A	A	A	A	A	A	A	D	A
Availability of group study rooms	A	D	D	a	d	d	a	d	d
On-line catalogue (OLC)									
Accessibility/availability of OLC	A	A	A	A	A	A	A	A	A
Facility for self-renewal/reservation	A	A	A	A	a	a	a	A	A
Facility for self-issue	A	A	a	a	a	a	a	a	a
User-friendliness of OLC	A	A	A	A	A	A	A	A	A
CD ROMs									
Accessibility/availability of CD ROMs	A	A	A	A	A	A	A	A	D
User-friendliness of CD ROMs	A	A	A	A	A	A	A	A	A
Usefulness of CD ROMs	A	A	A	A	A	A	A	A	A
Relevance to your subject area	A	A	A	A	A	A	A	A	a

- *Availability of recommended reading* is *not* an area of concern for those students who mainly use the libraries at the Conservatoire, International House, Vittoria Street or Bournville. Dissatisfaction with multiple copies of core books is limited to the Perry Barr library.

- Students are satisfied by the *range of journals* available in UCE libraries. This may be because journals are not extensively used in relation to teaching and learning or because lecturers more effectively target available journals when recommending course-related reading.

- Students in all faculties are satisfied with the *helpfulness of library staff* and the *waiting times* at the issue desk and information desks.

- Similarly, students across the University are satisfied with *information about the library*, the *system of telephone renewals and reservations, inter-library and inter-site loans.*

- There is minor dissatisfaction with *library fines* from students in three faculties, mainly from full-time undergraduates, and those who use the library on a daily basis. This minor dissatisfaction is confined to the Perry Barr library (Figure 5.9).

- Students across the University are very satisfied with the *opening hours* of libraries.

- *Photocopying facilities* in libraries are a concern for BIAD students, those on the final year(s) of undergraduate full-time programmes, taught full-time postgraduates and students on 'other' courses. Dissatisfaction with photocopying facilities is indicated by students who mainly use the libraries at International House, Gosta Green, Vittoria Street and Bournville (Figure 5.9).

Library environment

- Only postgraduate researchers are dissatisfied with the *adequacy of workspace* and *availability of study spaces* in the libraries. The ratings in relation to workspaces has improved compared to 1994.

- The *availability of group study places* leads to more widespread dissatisfaction. Only Health and Social Sciences students are satisfied. This is an issue for post-first year, undergraduates in the main. More frequent users of libraries are marginally more dissatisfied than less frequent users. Although an issue for all libraries, it is of particular concern for users of the Perry Barr, Conservatoire and Westbourne Road libraries.

- *Noise levels* continue to be a problem, students in Built Environment, Business School, Computing and Information Studies and Engineering indicate dissatisfaction, which has worsened since last year.

On-line catalogue (OLC)

- The *accessibility*, *availability* and *user-friendliness* of the OLC is rated as satisfactory across the University for all libraries.

- Facilities for *self-renewal and reservation* and *self-issue* are similarly regarded as satisfactory.

CD ROMs

- CD ROMs are seen as *useful* by students across the University. They are also seen as *relevant* to their subject, with the exception of users whose main library is Vittoria Street.

- Most students are satisfied with the *accessibility* and *user-friendliness* of CD ROMs with the exception of users whose main library is either Vittoria Street or Bournville. Students on 'other' courses are dissatisfied with the availability of CD ROMs.

Figure 5.7: Student perception of Information Services—Library by gender/age/ethnicity

Item	*men*	*women*	*25+*	*>25*	*Asian*	*Black*	*White*
Range of books	A	A	A	A	A	A	A
'Up-to-dateness' of books	A	A	A	A	A	A	A
Availability of rec reading	D	D	D	D	D	D	D
Multiple copies of core books	D	D	D	D	D	A	D
Range of journals/periodicals	A	A	A	A	A	A	A
Waiting time at the issue desk	a	a	a	a	a	a	a
Waiting time at info desks	a	A	a	a	a	a	a
Helpfulness of library staff	A	A	A	A	A	A	A
Info about library services	a	A	A	a	A	A	A
Telephone renewal/reservations	a	A	A	a	A	A	A
Inter-library loans	a	A	A	a	A	A	A
Inter-site loans	a	A	A	a	a	A	a
Library fines	a	a	a	d	d	a	a
Opening hours	A	A	A	A	A	A	A
Photocopying facilities	A	A	A	A	A	A	A
Library environment							
Adequacy of workspace	A	A	A	A	A	A	A
Noise levels	A	A	A	A	D	A	A
Availability of study places	A	A	A	A	A	A	A
Availability of group study rooms	d	D	d	D	D	D	d
On-line catalogue (OLC)							
Accessibility/availability of OLC	A	A	A	A	A	A	A
Facility for self-renewal/reservation	a	A	A	A	A	A	A
Facility for self-issue	a	A	a	a	a	a	a
User-friendliness of OLC	A	A	A	A	A	A	A
CD ROMs							
Accessibility/availability of CD ROMs	A	A	A	A	A	A	A
User-friendliness of CD ROMs	A	A	A	A	A	A	A
Usefulness of CD ROMs	A	A	A	A	A	A	A
Relevance to your subject area	A	A	A	A	A	A	A

Changes over time for UCE as a whole

There are a number of major concerns in relation to library provision, most of which have been raised as particularly important by students and monitored since 1991.

- Satisfaction with the *up-to-dateness of books* has steadily improved since the low point in 1993, which coincides with the substantial investment in the library. This year the rating has moved from dissatisfied to satisfied (Figure 5.10).

- Similarly, satisfaction with the *range of books* has steadily increased since the 1993 low-point and has also moved back to the 1991 level of satisfaction (Figure 5.10).

- Although the *availability of books* is still a source of dissatisfaction, again the decline from 1991 to 1993 has been reversed and an upward trend in satisfaction is evident (Figure 5.10).

- Again, although students are dissatisfied with *multiple copies of books*, the rating has been steadily getting better since the item was introduced into the survey in 1993 (Figure 5.10).

- Satisfaction with the *range of journals*, although a continued source of satisfaction, went down between 1991 and 1993 but is now on an upward trend (Figure 5.10).

- *Noise levels* were close to becoming an area of overall dissatisfaction in 1994, following a steady decline since 1991. This year has seen a slight recovery but it is an area to keep under scrutiny (Figure 5.11).

- Another area of potential dissatisfactionn is *CD ROMs*. A potentially downward trend needs to be reversed next year (Figure 5.11).

- The trend in satisfaction with *opening hours* continues to be upwards (Figure 5.11).

- *Helpfulness of staff* continues to rate very highly, with average satisfaction scores over 70% since 1991 (Figure 5.11).

Figure 5.8: Student perception of Information Services—Library by use

Item	*Daily*	*Weekly*	*Monthly*	*Rarely*
Range of books	A	A	A	A
'Up-to-dateness' of books	D	A	A	A
Availability of rec reading	D	D	D	D
Multiple copies of core books	D	D	A	D
Range of journals/periodicals	A	A	A	A
Waiting time at the issue desk	a	a	a	a
Waiting time at info desks	A	a	a	a
Helpfulness of library staff	A	A	A	A
Info about library services	A	A	A	a
Telephone renewal/reservations	A	A	A	a
Inter-library loans	A	A	a	a
Inter-site loans	A	a	a	a
Library fines	d	a	a	a
Opening hours	A	A	A	A
Photocopying facilities	A	A	A	A
Library environment				
Adequacy of workspace	A	A	A	A
Noise levels	A	A	A	A
Availability of study places	A	A	A	A
Availability of group study rooms	D	D	d	d
On-line catalogue (OLC)				
Accessibility/availability of OLC	A	A	A	a
Facility for self-renewal/reservation	A	A	a	a
Facility for self-issue	A	a	a	a
User-friendliness of OLC	A	A	A	a
CD ROMs				
Accessibility/availability of CD ROMs	A	A	A	A
User-friendliness of CD ROMs	A	A	A	A
Usefulness of CD ROMs	A	A	A	A
Relevance to your subject area	A	A	A	A

Figure 5.9: Student perception of Information Services—Library by main library used

Item	*PB*	*Con*	*Int Hs*	*WR*	*GG*	*V St*	*Bourn*
Range of books	A	A	A	A	A	A	A
'Up-to-dateness' of books	A	A	A	A	A	A	A
Availability of rec reading	D	A	A	D	D	A	A
Multiple copies of core books	D	A	A	A	A	A	A
Range of journals/periodicals	A	A	A	A	A	A	A
Waiting time at the issue desk	a	A	A	A	A	A	A
Waiting time at info desks	a	A	A	A	A	A	A
Helpfulness of library staff	A	A	A	A	A	A	A
Info about library services	A	A	a	A	A	A	A
Telephone renewal/reservations	A	A	A	A	A	A	A
Inter-library loans	a	A	A	A	A	A	A
Inter-site loans	a	A	A	A	A	A	A
Library fines	d	a	a	a	a	A	a
Opening hours	A	A	A	A	A	A	A
Photocopying facilities	A	A	D	A	D	D	D
Library environment							
Adequacy of workspace	A	A	D	A	A	A	A
Noise levels	D	A	A	A	A	A	A
Availability of study places	A	A	D	A	A	A	A
Availability of group study rooms	D	D	d	D	d	d	d
On-line catalogue (OLC)							
Accessibility/availability of OLC	A	A	A	A	A	A	A
Facility for self-renewal/reservation	A	A	A	A	A	A	A
Facility for self-issue	a	A	a	a	a	A	a
User-friendliness of OLC	A	A	A	A	A	A	A
CD ROMs							
Accessibility/availability of CD ROMs	A	A	A	a	A	d	D
User-friendliness of CD ROMs	A	a	A	a	A	D	D
Usefulness of CD ROMs	A	a	A	a	A	A	A
Relevance to your subject area	A	a	A	A	A	d	A

Changes over time: significant variations in trends between faculties

There is remarkable consistency between faculties about library provision. Similar trends are noticeable although faculties make very different usage of libraries and have different provision. Conservatoire students are consistently the most satisfied, with Computing and Information Studies students, by and large, the least satisfied. There are only two key important areas where differential trends are evident.

Availability of books is an area where very different trends are discernible between faculties (Figure 5.12).

- Students in the Conservatoire have been satisfied since 1991 and a dramatic drop last year has been spectacularly reversed.

- Engineering students' level of satisfaction dropped sharply after 1991 to a dissatisfied rating in 1992 and continued to slowly decline to 1994. A slight reversal in the trend is evident this year.

- Students in Health and Social Sciences have, overall, been consistently the least satisfied students on the issue of book availability but, even here, there is now a discernible upward trend in ratings since 1993.

Trends in satisfaction ratings for *noise levels* vary considerably (Figure 5.13).

- Ratings of Conservatoire students climbed dramatically from 1991 to 1993 and then levelled out.

- CIS students, on the other hand have moved from dissatisfied in the early 1990s to a high level of satisfaction in 1993 and have dropped dramatically back to a dissatisfied rating in 1995.

- Conversely, BIAD students' ratings have gone from satisfied in 1991 to dissatisfied in the intervening years and back to satisfied this year.

- The rating for students in Built Environment, Engineering, Health and Social Sciences and Education has fairly steadily declined with slight evidence of a reversal in the downward trend this year.

Figure 5.10: Library set 1

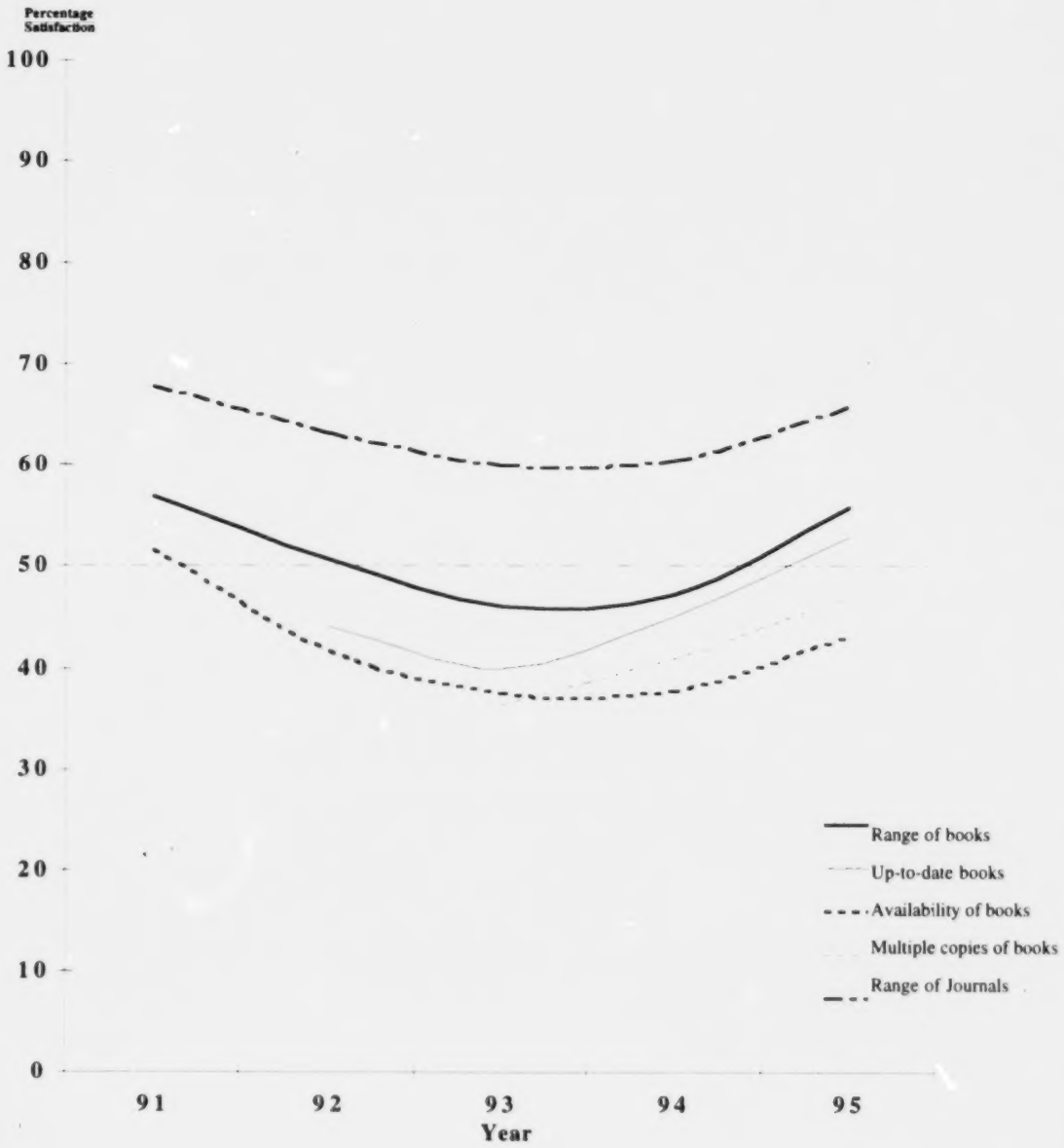


Figure 5.11: Library set 2

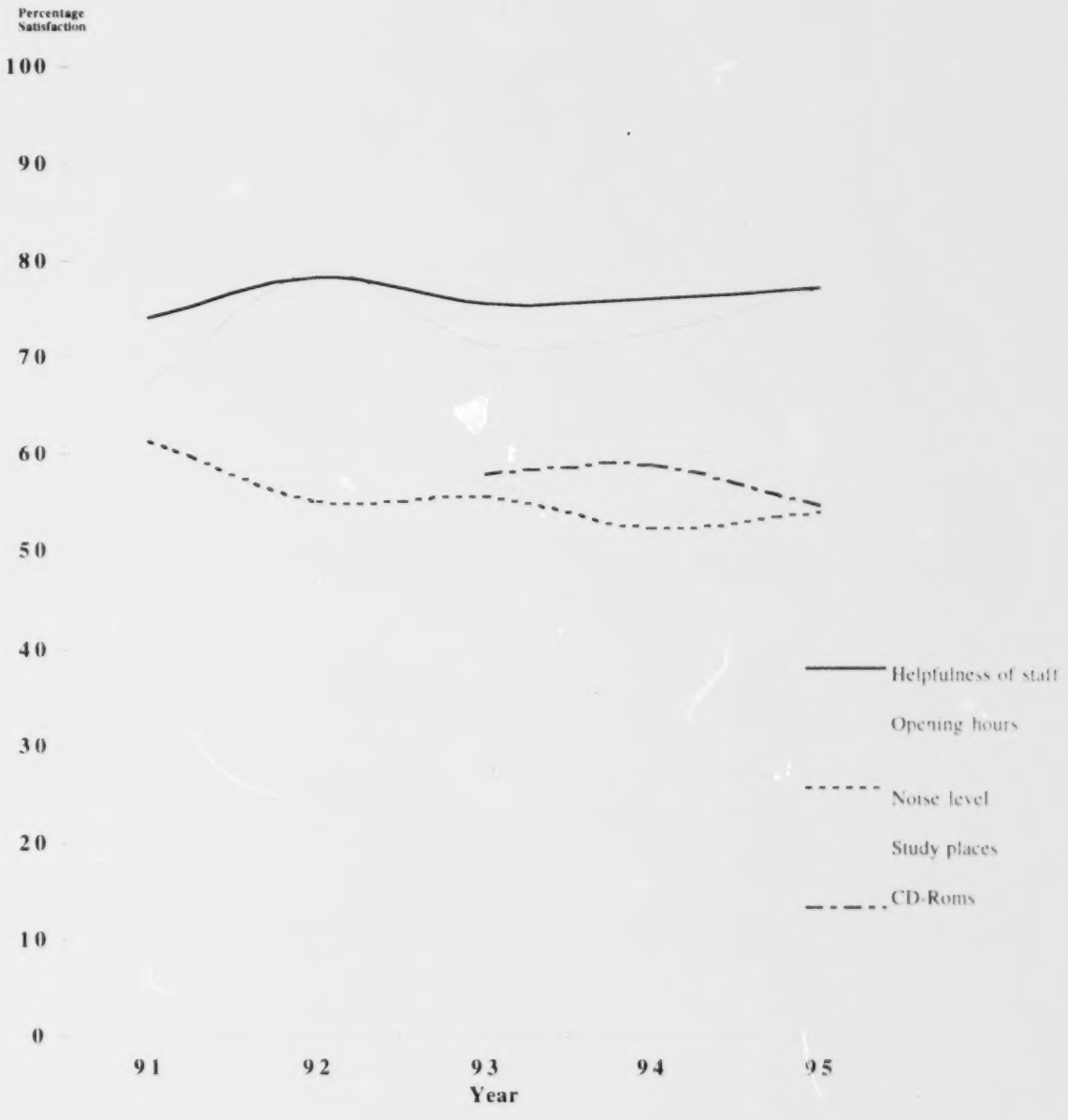


Figure 5.12: Availibility of books

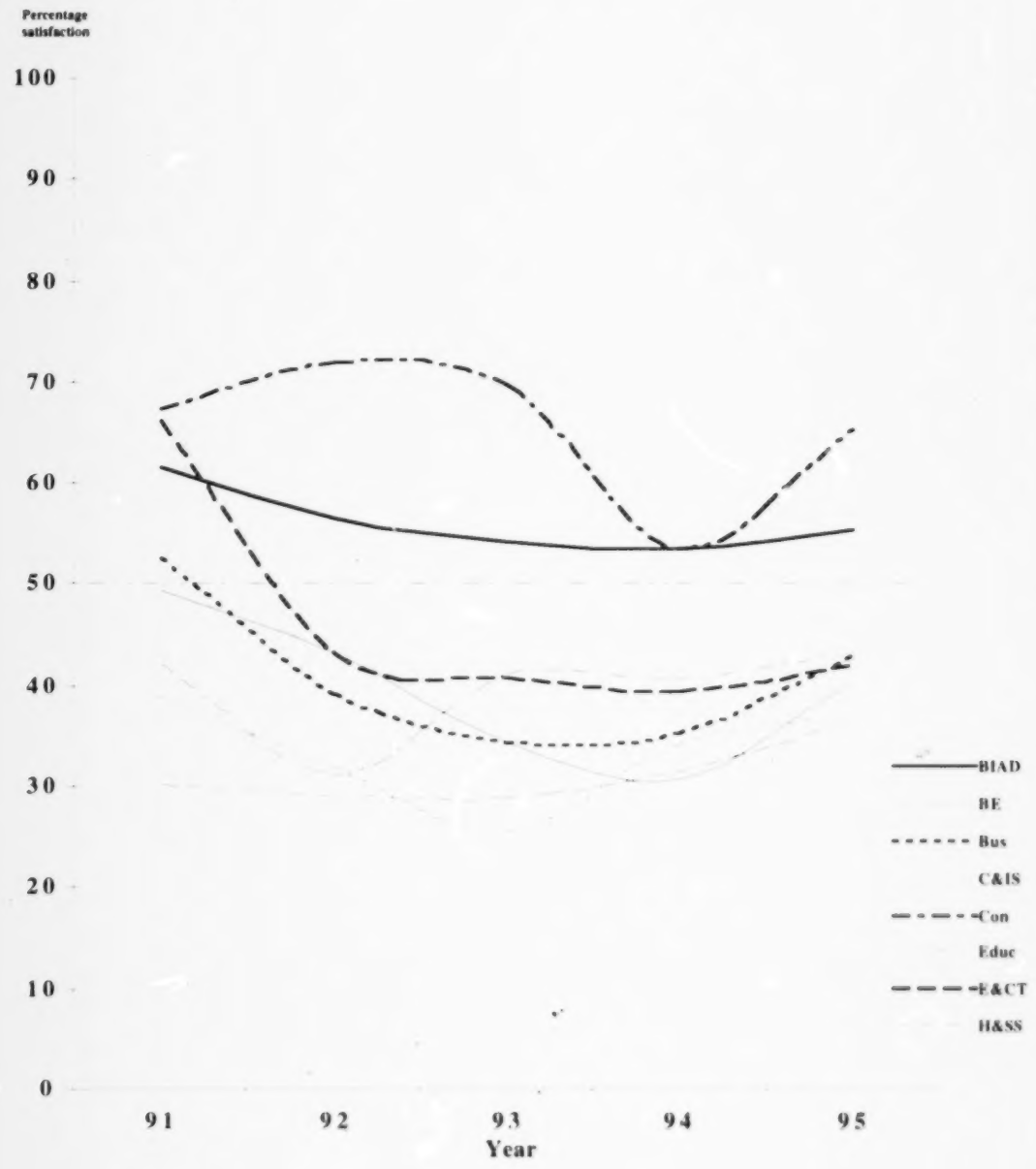
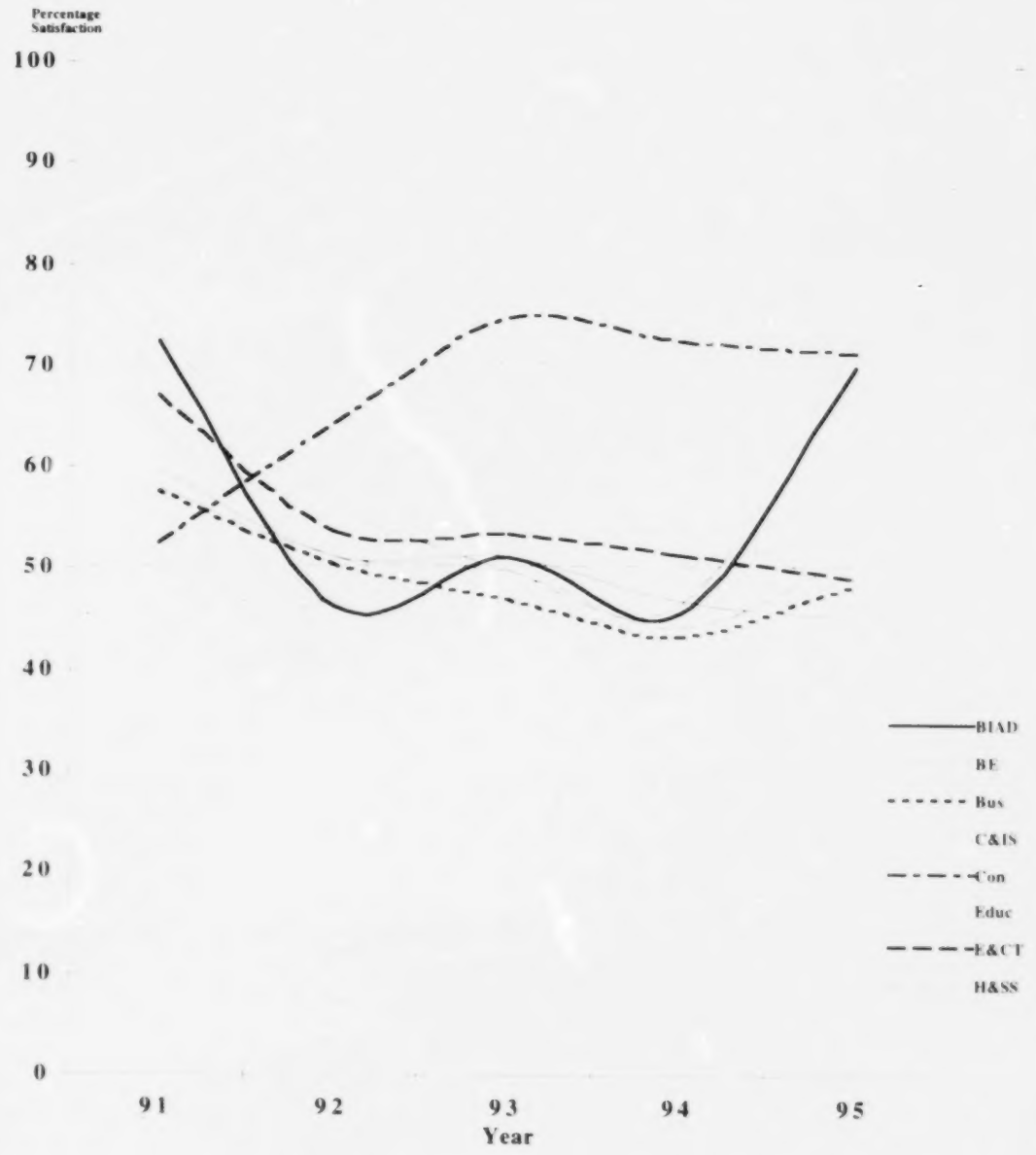


Figure 5.13: Noise levels



CHAPTER 6 INFORMATION SERVICES—WORD PROCESSING

The central word-processing facilities (CWPF) located in the Perry Barr Library are a new development at UCE and this is the first year that they have been included as a separate section in the questionnaire and report.

Usage of the central word-processing facilities

The vast majority of respondents (79.8%) never use the word-processing facilities located in Perry Barr Library. Less than 5% use it at least once a week (Figure 6.1). Students make much more use of computer facilities, in general, than they do the CWPF (see Chapter 7).

The main users of the CWPF are, not surprisingly, students in the faculties based at the Perry Barr site. In percentage terms, respondents in Engineering are the biggest users and, in absolute numbers, those in the Business School (Figure 6.2). However, there is a lack of awareness of the facility, with 12 (15%) of the 81 people who wrote comments on the questionnaire indicating they had no information about it.

Figure 6.1: How often do you use the central word-processing facilties located in Perry Barr Library? (n = 2078)

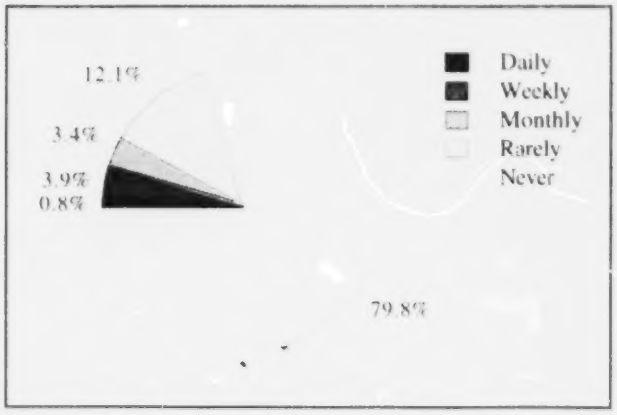


Figure 6.2: Use of central word processing facilities by faculty

Faculty	(n)	% of Fac
BIAD (n = 326)	15	4.6
BE (n = 291)	61	20.9
BUS (n = 536)	146	27.2
CIS (n = 211)	50	23.8
CON (n - 48)	2	4.2
Educ (n = 157)	11	7.0
ECT (n = 213)	81	38.0
HSS (n = 296)	54	18.2

Figure 6.3: Student perception of Information Services—word-processing by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Availability of computers	D	D	D	A	SN	A	D	A	D
Maintenance of computers	A	A	A	A	SN	A	A	A	A
Availability of printers	D	D	D	D	SN	A	D	D	D
Quality of printing	A	A	A	A	SN	A	A	A	A
Maintenance of printers	A	A	A	A	SN	A	A	A	A
Helpfulness of support staff/technicians	A	A	A	A	SN	A	A	A	A

Figure 6.4: Student perception of Information Services—word-processing by mode/ level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Availability of computers	D	A	D	A	A	D	A	A	A
Maintenance of computers	A	A	A	A	A	A	A	a	A
Availability of printers	D	D	D	D	D	D	A	a	D
Quality of printing	A	A	A	A	A	A	A	a	a
Maintenance of printers	A	A	A	A	a	A	A	a	A
Helpfulness of support staff/technicians	A	A	A	A	A	A	A	A	A

Figure 6.5: Student perception of Information Services—word-processing by gender/ age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Availability of computers	D	A	A	D	D	A	D
Maintenance of computers	A	A	A	A	A	A	A
Availability of printers	D	D	D	D	D	D	D
Quality of printing	A	A	A	A	A	A	A
Maintenance of printers	A	A	A	A	A	A	A
Helpfulness of support staff/technicians	A	A	A	A	A	A	A

Figure 6.6: Student perception of Information Services—word-processing by use

Item	*Daily*	*Weekly*	*Monthly*	*Rarely*
Availability of computers	D	D	A	D
Maintenance of computers	A	A	A	A
Availability of printers	D	D	D	D
Quality of printing	A	A	A	A
Maintenance of printers	A	A	A	A
Helpfulness of support staff/technicians	A	A	A	A

Satisfaction with the central word-processing facilities

- Students in four faculties (BIAD, BE, Business and ECT) are dissatisfied with the availability of computers in the CWPF (Figure 6.3). Full-time undergraduates in their first and final years and taught full-time postgraduates are dissatisfied with computer availability (Figure 6.4). Men rather than women are dissatisfied, as are older rather than younger students. Asian and White students expressed dissatisfaction with the availability of computers in the CWPF (Figure 6.5)

- Availability of computers is a concern for frequent users and for those who rarely use the facility (Figure 6.6). This suggests, possibly, that a reason for the large percentage of non-users is the difficulty of finding a free computer, especially for students away from Perry Barr:

  Its a long way to go if you are not based at Perry Barr, only to find no free processors.

- Students across all faculties are, on average, satisfied with the maintenance of the computers in the CWPF. However, comments suggest that this is not all plain sailing:

  Computers are not maintained immediately.

- Availability of printers in the CWPF is the area of most concern. Overall, students from all faculties who use the facilities, with the exception of the 11 students from Education, are dissatisfied with printer availability (Figure 6.3). This dissatisfaction was expressed by all undergraduate students, by full-time taught postgraduates and by 'other' students (Figure 6.4). Frequency of use of the facilities makes no difference to the dissatisfaction felt by students in this respect (Figure 6.6).

- Overall, the quality of printing and the maintenance of printing is regarded as satisfactory. However, some users expressed reservations about printing quality and maintenance:

  Printing is very poor and ribbons are not changed regularly. This should be checked by staff.

- An item that emerged from the comments is the cost of printing in the CWPF. Of the 81 people who commented on the facility 19 (23%) complained about the cost of printing. Comments included:

  The price per page is very high (8p).

  Printing should be free of charge.

  I do not use it because it costs money.

  The cost of printing is expensive—very poor printing facilities when you have to pay for them.

  The printer is complicated so you waste money on waste paper—printing is free in the resource room.

  It's difficult to use the printer and expensive if you get it wrong.

  Other universities do not charge for printing on laser printers or computer printing paper.

- Students also indicate that, overall, the support staff and technicians in the CWPF are helpful. However, comments such as:

  I've never seen any support staff in evidence, would it be possible to book half hour sessions.

  There are not enough technically qualified staff available for questions and queries.

  There is rarely anybody there who can help with problems.

> Support staff are unhelpful and make you feel thick if you are not computer literate.

suggest that staff are usually helpful but not all that readily accessible. There may be an issue of readily identifying support staff and one respondent suggested a uniform might be appropriate.

- Another area of concern that emerged from the comments was that the facility is hot, stuffy, crowded and noisy:

> The room is too small and claustrophobic.
>
> There is not enough air circulating around the room, it is very stuffy—a dirty atmosphere.
>
> There are too many PCs in one room, too close together, it causes arguments.

- A number of comments suggested that students were not in sympathy with the singular focus of the facility, and would prefer more up-to-date software compatible with faculty provision.

> Software needs to be upgraded, for example *Word* 6.0 and a wider selection of software including *WordPerfect* 6.0
>
> Does not have the same version of *Word for Windows* as the computers in G Block, which is a drawback.
>
> Built Environment computers use *WordPerfect*, whereas K209 is *Word*.
>
> Introduce some other desktop publishing package.
>
> The latest version of the word processing package should be installed, also packages such as *Microsoft PowerPoint*.
>
> I stopped using the facility when *WordPerfect* was removed.
>
> Where are the Apple Macs?

CHAPTER 7
COMPUTING

Students are generally satisfied with the computer hardware, although printing remains a significant area of dissatisfaction. Training in the use of computers and information about computer facilities are other areas of dissatisfaction for students. Just under half the respondents indicated they never use the computer facilities at UCE. Despite the heavy bias towards PCs in the University, a quarter of those using UCE facilities make use of Apple Macs.

Usage of computer facilities

A quarter of the respondents (24.5%) use the computing facilities at UCE at least once a week. However, almost as many rarely use the facilities (20.8%) (Figure 7.1). Of the 957 respondents who make no use of the facilities at UCE, 430 (44.9%) use computers at home, 249 (26%) use them at work, 51 (5.3%) have other arrangements and 258 respondents (12% of the entire sample) make no use of computers at all.

Respondents from Engineering and Computer Technology, the Business School and Computing and Information Studies were the most likely to make use of UCE facilities (Figure 7.2). Only 15% of the respondents from the Conservatoire make use of the computer facilities.

Two thirds of full-time undergraduates use UCE computer facilities compared to a third of part-time undergraduates. Only a quarter of part-time postgraduates (23.8%) use UCE facilities (Figure 7.3).

The computing rooms that our respondents indicated as their *main* usage facility were those in Galton Building (18.1%), Atwood (14.2%) and Edge (10.3%) (Figure 7.4). However, this reflects the size of the faculties and the concentration of resources. Health and Social Sciences' provision and Computing and Information Studies' provision is split between buildings.

Figure 7.1: How often do you use computer facilties at UCE? (n = 2084)

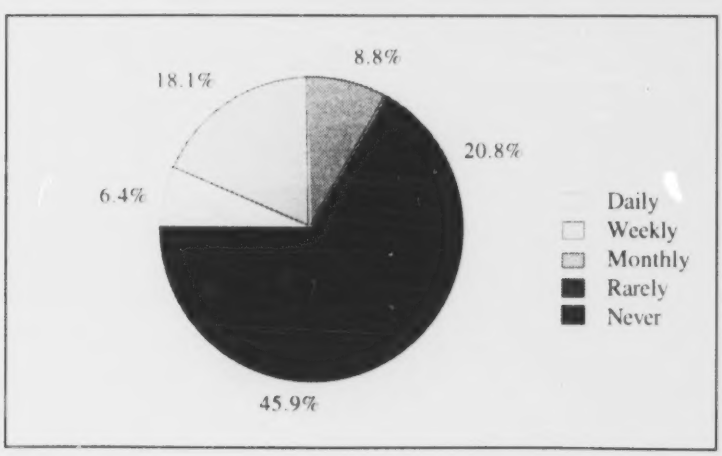


Figure 7.2: Use of UCE computing facilties by faculty

Faculty	(n)	% of Fac
BIAD (n = 332)	173	52.1
BE (n = 282)	184	65.2
BUS (n = 538)	254	74.2
CIS (n = 210)	151	71.9
CON (n - 46)	7	15.2
Educ (n = 165)	91	55.2
ECT (n = 213)	167	78.4
HSS (n = 298)	100	33.6

Figure 7.3: Use of computing facilities by mode/level/year

Faculty	(n)	% of group
UGFT yr1 (n = 413)	279	67.6
UGFT yr2 (n = 340)	255	75.0
UGFT yr3+ (n = 308)	199	64.6
UGPT yrs1/2 (n = 418)	152	36.4
UGPT yr3+ (n = 137)	52	38
PGTFT (n = 103)	80	77.3
PGTPT (n = 193)	46	23.8
PGR (n = 38)	18	474
Oth (n = 134)	46	34.3

There is very little cross-migration between computer facilities, especially between faculties (Figure 7.5). About a fifth of the students whose main facility is Baker 7th Floor also use Cox (20.9%), and vice versa (22.7%). A similar percentage cross-migrate between Galton and Dawson 4th Floor and between Edge and the Built Environment facility in Baker. *The only significant one-way, cross-faculty migration is users whose main facility is Feeney making use of Galton (17.7%).*

About a fifth of the students using each UCE facility make no use of any other facility at UCE, at home or at work. This ranges from 11% who use the fourth floor of Dawson through to 32% of the students who use Edge.

Most users of UCE computer facilities make use of word-processing packages (82.9%). Next most popular are databases (29.5%) and graphics packages (27%). Less than 10% of the respondents use desk-top publishing packages (Figure 7.6).

Just under one third of the respondents who make use of UCE facilities use Windows (29.6%) another third use MS DOS and Windows (31.5%). One fifth are dedicated Mac users (19.3%) and a small group (3.8%) use both Mac and a PC-based system (Figure 7.7).

Figure 7.4: Which *one* of the UCE computing facilities (apart form Perry Barr Library K209) do you *mainly* use? (n = 1124)

Location	%	Location	%
Atwood	14.2	Dawson 3rd floor	4.5
Baker 7th floor	3.8	Conservatoire	0.7
Feeney	5.5	Vittoria Street	1.7
Gosta Green	9.8	Baker 4th floor	5.7
Baker 2nd floor	2.6	Dawson 4th floor	2.3
Cox	3.9	Westbourne Road	8.3
Galton	18.1	International House	0.7
Bournville	3.0	Baker 6th floor	1.5
Baker 3rd floor	3.2	Edge	10.3

Figure 7.5: Other computing facilities used by main computer facility used

Location	Bourn	GG	Int Hs	Vit St	B4/6	E	D4	G	B2/3	D3	F
Bournville		2.9	0	0	0	0	0	0	0	0	0
Gosta Green	1.8		1.8	2.7	0.9	0	0.9	0	0	0	0
Vittoria St	0	5.3	0		0	0	0	0	0	0	0
Baker 4/6	0	0	0	0	21.0	24.7	1.2	4.9	0	0	0
Edge	0	0.9	1.7	0	19.0		0	0	0	0	0
Dawson 4th	3.8	3.8	0	0	0	0		26.9	0	3.8	0
Galton	0	0.5	0	0	2.0	0	22.1		1.5	7.8	1.5
B2/3	0	0	0	0	0	1.5	1.5	0	32.3	0	1.5
Dawson 3rd	0	2.0	0	0	2.0	2.0	0	3.9	0		0
Feeney	0	0	0	0	0	1.6	0	17.7	0	0	
Westbourne	1.1	0	0	0	0	0	0	0	0	0	1.1
Atwood	0	0.6	0	0	0.6	1.9	0	2.5	3.7	0	1.3
B7	0	0	0	0	2.3	2.3	4.7	0	0	0	0
Cox	0	0	0	0	0	0	2.3	0	2.3	0	0

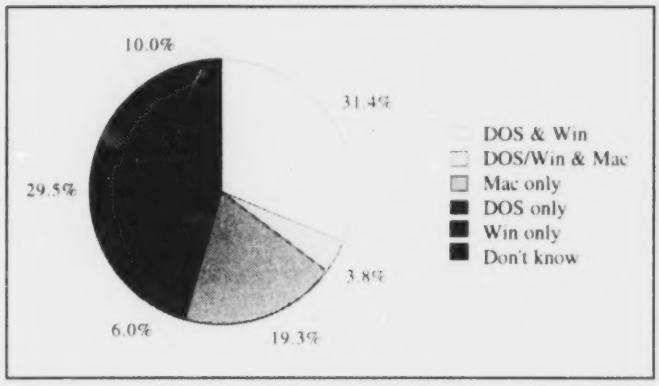
Location	Con	WR	A	B7	C	Home	Work	None	Oth	(n)
Bournville	0	0	0	0	0	35.3	5.9	35.3	5.9	34
Gosta Green	0	2.7	0	0	0	33.6	6.4	36.4	3.6	110
Vittoria St	0	0	0	0	0	26.3	0	31.6	15.8	19
Baker 4/6	0	2.5	1.2	0	0	37.0	21.0	18.5	3.7	81
Edge	0	1.7	0.9	0	0	34.5	15.5	31.9	0.9	116
Dawson 4th	0	3.8	3.8	0	3.8	38.5	26.9	11.5	3.8	26
Galton	0	4.9	2.5	1.0	0	41.2	10.3	17.2	4.4	204
B2/3	0	1.5	1.5	0	3.1	38.5	1.5	13.8	6.2	65
Dawson 3rd	0	0	0	0	0	39.2	15.7	27.5	5.9	51
Feeney	0	0	4.8	0	0	58.1	12.9	14.5	4.8	62
Westbourne	0		0	0	0	48.4	8.6	26.9	2.2	93
Atwood	0.6	0		0.6	0	48.8	16.9	20.0	1.3	160
B7	0	2.3	0		20.9	48.8	18.6	20.9	2.3	43
Cox	2.3	2.3	0	22.7		36.4	25.0	13.6	0	44

Note: Percentages do not add up to 100 as students could indicate as many as appropriate

Figure 7.6: Which types of computer packages do you use? (n = 1127)

Packages	%
Word processing	82.9
Databases	29.5
Graphics	27.0
Spreadsheets	21.7
CAD	16.8
Statistics	12.4
Other	12.1
DTP	8.2

Figure 7.7: Which types of computer operating systems do you use? (n = 1127)



Computers and printing

- Students in all faculties are satisfied with the *opening hours* of computer rooms at UCE (Figure 7.8). However, respondents who use Gosta Green are dissatisfied (Figure 7.11).

- Students in all faculties except BIAD are satisfied with the *availability of computers* (Figure 7.8). Availability is a concern for postgraduate researchers and 'other' students. (Figure 7.9). Users of rooms in Gosta Green and Galton Building are dissatisfied with the availability of computers (Figure 7.11).

Figure 7.8: Student perception of computing facilities by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Opening hours of computer rooms	A	A	A	A	A	A	A	A	A
Availability of a computer	D	A	A	A	A	A	A	A	A
Ease of using computers	A	A	A	A	A	A	A	A	A
Training in the use of computers	D	D	D	A	D	A	A	A	D
Info about computing facilities	D	A	D	A	D	A	A	A	A
Helpfulness of technicians	A	A	A	A	A	A	A	A	A
Maintenance level of computers	A	A	A	A	A	A	A	A	A
Availability of printers	A	D	D	D	D	A	D	A	D
Quality of printing	A	A	D	D	A	A	D	A	A
Maintenance of printers	A	A	A	A	A	A	A	A	A
Suitability of software	A	A	A	A	A	A	A	A	A

Figure 7.9: Student perception of computing facilities by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Opening hours of computer rooms	A	A	A	A	A	A	A	A	A
Availability of a computer	A	A	A	A	A	A	A	D	D
Ease of using computers	A	A	A	A	A	A	A	A	A
Training in the use of computers	A	A	D	D	A	D	D	D	D
Info about computing facilities	A	A	D	A	A	A	D	D	D
Helpfulness of technicians	A	A	A	A	A	A	A	A	A
Maintenance level of computers	A	A	A	A	A	A	A	A	A
Availability of printers	A	D	D	D	A	D	A	A	D
Quality of printing	A	A	A	D	A	A	A	A	A
Maintenance of printers	A	A	A	A	A	A	A	A	A
Suitability of software	A	A	A	A	A	A	A	A	A

- Students across the University indicate that computers are *easy to use* and are satisfied that the *software available is suitable* for their learning purposes.

- *Printer availability* is a source of dissatisfaction for students in five faculties: Built Environment, the Business School, Computing and Information Studies, the Conservatoire and Engineering and Computer Technology (Figure 7.8). Full-time, post-first year, undergraduates, part-time undergraduates in their early years of study, taught full-time postgraduates and 'other' students are dissatisfied with the availability of printers (Figure 7.9). This is a concern for men, older students and Asian and White students.

- The only computing facilities where *availability of printers* is *not* a source of dissatisfaction are: Baker 7th Floor, Gosta Green, Cox, Westbourne Road and Edge (Figure 7.11). Students are dissatisfied with the availability of printers irrespective of the software package they use (Figure 7.14).

- Students in the Business School, Computing and Information Studies and Engineering and Computer technology are dissatisfied with the *quality of printing* (Figure 7.8). This is not, as might be anticipated, a feature of users of DTP, CAD or graphics packages, but concentrated amongst those who use spreadsheet, statistics and database packages (Figure 7.14). Students who mainly use Atwood, Feeney, Galton, and Dawson 4th Floor are dissatisfied with the quality of printing (Figure 7.11) as are Asian (Figure 7.10) and part-time undergraduates in years 1 and 2 (Figure 7.9).

Training and information

- *Training in the use of computers* is a source of dissatisfaction for students in BIAD, Built Environment, the Business School and the Conservatoire* (Figure 7.8). This is a particular problem for full-time undergraduates in their final year(s), part-time undergraduates in their first year(s), 'other' students and all postgraduates, both taught and research (Table 7.9). Women, younger students and Asian students are dissatisfied with the training they receive in the use of computers (Table 7.10).

- Students who mainly use the following computer facilities are dissatisfied with *training*: Gosta Green, Galton, Vittoria Street, Baker Floors 4 and 6, Dawson 4th Floor and Edge (Figure 7.11). Less frequent users of UCE computing facilities are the ones who are most dissatisfied with training (Figure 7.13),

- Students in BIAD, the Business School and the Conservatoire* are dissatisfied with *information about computer facilities* (Figure 7.8). This is more of a concern for postgraduates and 'other' students than for undergraduates, although final year(s) full-time undergraduates are also dissatisfied (Figure 7.9).

- Asian students are dissatisfied with the *information* they receive (Figure 7.10) as are students who mainly use Baker 7th Floor, Gosta Green, Vittoria Street and Dawson 4th Floor (Figure 7.11). Not surprisingly, students who rarely use computers are most dissatisfied with information about facilities (Figure 7.13).

Figure 7.10: Student perception of computing facilities by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Opening hours of computer rooms	A	A	A	A	A	A	A
Availability of a computer	A	A	A	A	A	A	A
Ease of using computers	A	A	A	A	A	A	A
Training in the use of computers	A	D	D	A	D	A	A
Info about computing facilities	A	A	A	A	D	A	A
Helpfulness of technicians	A	A	A	A	A	A	A
Maintenance level of computers	A	A	A	A	A	A	A
Availability of printers	D	A	A	D	D	A	D
Quality of printing	A	A	A	A	D	A	A
Maintenance of printers	A	A	A	A	A	A	A
Suitability of software	A	A	A	A	A	A	A

Figure 7.11: Student perception of computing facilities by facilities used

Item	*Atwd*	*B7*	*Feeney*	*GG*	*B2/3*	*Cox*	*Galton*
Opening hours of computer rooms	A	A	A	D	A	A	A
Availability of a computer	A	A	A	D	A	A	D
Ease of using computers	A	A	A	A	A	A	A
Training in the use of computers	A	A	A	D	A	A	D
Info about computing facilities	A	D	A	D	A	A	A
Helpfulness of technicians	A	A	A	A	A	A	A
Maintenance level of computers	A	A	A	A	A	A	A
Availability of printers	D	A	D	A	D	A	D
Quality of printing	D	A	D	A	A	A	D
Maintenance of printers	A	a	D	A	A	A	A
Suitability of software	A	A	A	A	A	A	A

Item	*D3*	*V St*	*B4/6*	*D4*	*WR*	*Edge*
Opening hours of computer rooms	A	A	A	A	A	A
Availability of a computer	A	A	A	A	A	A
Ease of using computers	A	A	A	A	A	A
Training in the use of computers	A	D	D	D	A	D
Info about computing facilities	A	D	A	D	A	A
Helpfulness of technicians	A	A	A	D	A	A
Maintenance level of computers	A	A	A	A	A	A
Availability of printers	D	D	D	D	A	A
Quality of printing	A	A	A	D	A	A
Maintenance of printers	A	A	A	D	A	A
Suitability of software	A	A	A	A	A	A

Figure 7.12: Student perception of computing facilities by system used

Item	*DOS/Win*	*Mac*	*D/W & M*	*DK*
Opening hours of computer rooms	A	A	A	A
Availability of a computer	A	A	A	A
Ease of using computers	A	A	A	A
Training in the use of computers	A	D	A	D
Info about computing facilities	A	A	A	D
Helpfulness of technicians	A	A	A	A
Maintenance level of computers	A	A	A	A
Availability of printers	D	A	D	A
Quality of printing	D	A	A	A
Maintenance of printers	A	A	A	A
Suitability of software	A	A	A	A

Support staff and maintenance of facilities

- Students across the university are satisfied with the *helpfulness of technicians*, with the exception of students who mainly use the facilities on the 4th Floor of Dawson Building (Figure 7.11).

- The *maintenance level of computers* is satisfactory across the university.

- Students are satisfied with the *maintenance of printers* with the exception of students who mainly use the facilities in Feeney and on the 4th Floor of Dawson (Figure 7.11).

- Westbourne Road and Cox Building are the only computer facilities where students are satisfied on all aspects surveyed.

*Results relating to the Conservatoire should be treated with caution as they are based on less than ten respondents who have made use of UCE computing facilities.

Figure 7.13: Student perception of computing facilities by use

Item	*Daily*	*Weekly*	*Monthly*	*Rarely*
Opening hours of computer rooms	A	A	A	A
Availability of a computer	A	A	A	A
Ease of using computers	A	A	A	A
Training in the use of computers	A	A	D	D
Info about computing facilities	A	A	A	D
Helpfulness of technicians	A	A	A	A
Maintenance level of computers	A	A	A	A
Availability of printers	D	D	A	A
Quality of printing	D	A	A	A
Maintenance of printers	A	A	A	A
Suitability of software	A	A	A	A

Figure 7.14: Student perception of computing facilities by packages used

Item	*WP*	*Spread*	*Stats*	*Graph*	*DTP*	*CAD*	*Dbases*
Opening hours of computer rooms	A	A	A	A	A	A	A
Availability of a computer	A	A	A	A	A	A	A
Ease of using computers	A	A	A	A	A	A	A
Training in the use of computers	A	A	A	A	A	A	A
Info about computing facilities	A	A	A	A	A	A	A
Helpfulness of technicians	A	A	A	A	A	A	A
Maintenance level of computers	A	A	A	A	A	A	A
Availability of printers	D	D	D	D	D	D	D
Quality of printing	A	D	D	A	A	A	D
Maintenance of printers	A	A	A	A	A	A	A
Suitability of software	A	A	A	A	A	A	A

Changes over time for UCE as a whole

- Student satisfaction ratings with the *availability of personal computers* has increased steadily since 1992 following a sharp decline from 1991. It has now returned to an overall satisfactory rating (Figure 7.15).

- The same trend is discernible in satisfaction with *information about computing facilities*, which slid to its lowest rating in 1993 but has now recovered to an overall rating of satisfactory (Figure 7.15).

- Student ratings of the *quality of printers*, which in 1993 and 1994 were seen as unsatisfactory, has now improved to a satisfactory rating (Figure 7.15).

- Student ratings of the *helpfulness of support staff*, *opening hours* and the *ease of using computers* all show a slight but steady upward trend since 1992 (Figure 7.15).

- *Maintenance of computers* was an area of dissatisfaction in 1991, since then it has steadily improved to an area of significant satisfaction (Figure 7.15).

Changes over time: significant variations by faculty

There are three areas where the inter-faculty trend varies to a notable extent.

For all but one faculty (Conservatoire) ratings for *availability of personal computers* dropped from 1991 and have subsequently improved since. However, the troughs have occured at different times (Figure 7.16).

- For HSS, Engineering, Education and BIAD the trough was in 1992.

- Computer and Information Studies and Built Environment's low occurred in 1993. There has been a spectacular fall and rise in satisfaction ratings for BE on this item over the five year period since 1991.

- The low point for the Conservatoire and Business School occurred in 1994.

- Up to 1994, students in Health and Social Science have been the most satisfied with availability of computers. However, this year four other faculties now have marginally higher ratings.

Ease of using personal computers has had a satisfactory rating which has slowly increased over the period from 1992, which may be due to improving software and user interfaces. However, the Conservatoire students have been markedly different in their view. They indicated a dissatisfied rating in 1992 which steeply declined to 1994 before rising steeply to a satisfaction rating this year (Figure 7.17).

The *helpfulness of support staff* shows an upward trend for all faculties this year with the exception of ratings in Computing and Information Studies, where it is going in the opposite direction. (Figure 7.18).

Figure 7.15: Computing set

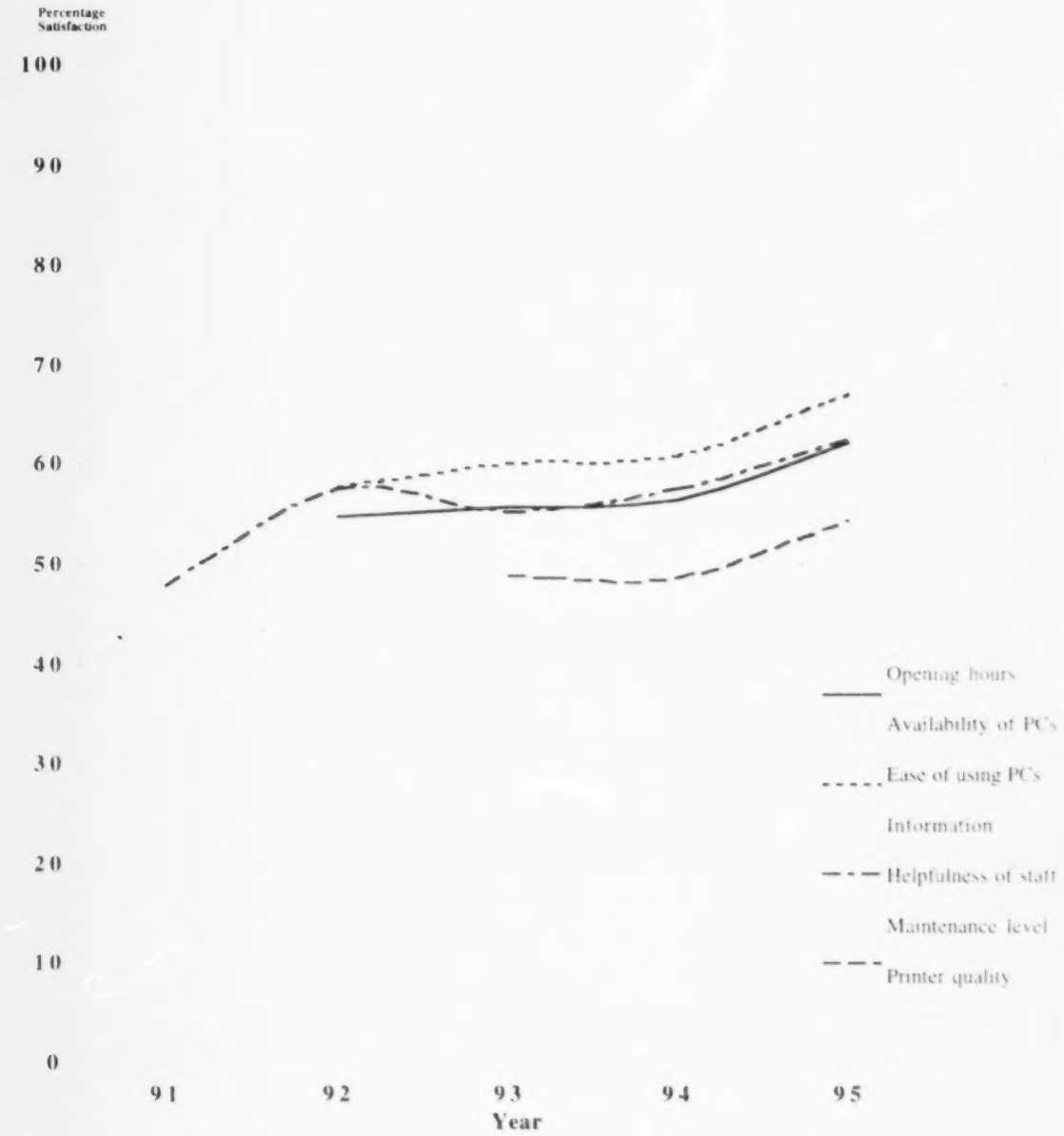


Figure 7.16: Availability of computers

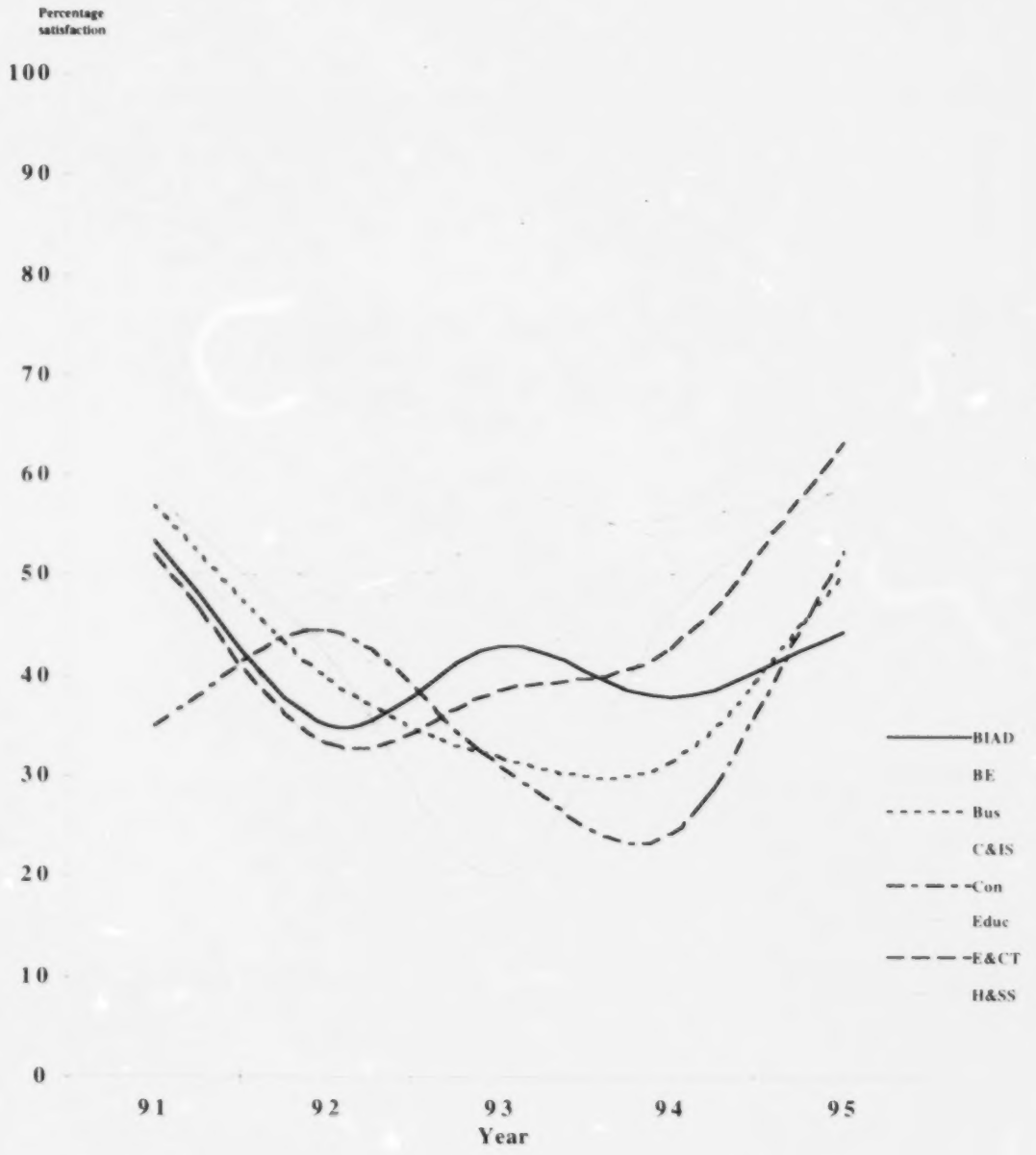


Figure 7.17: Ease of using computers

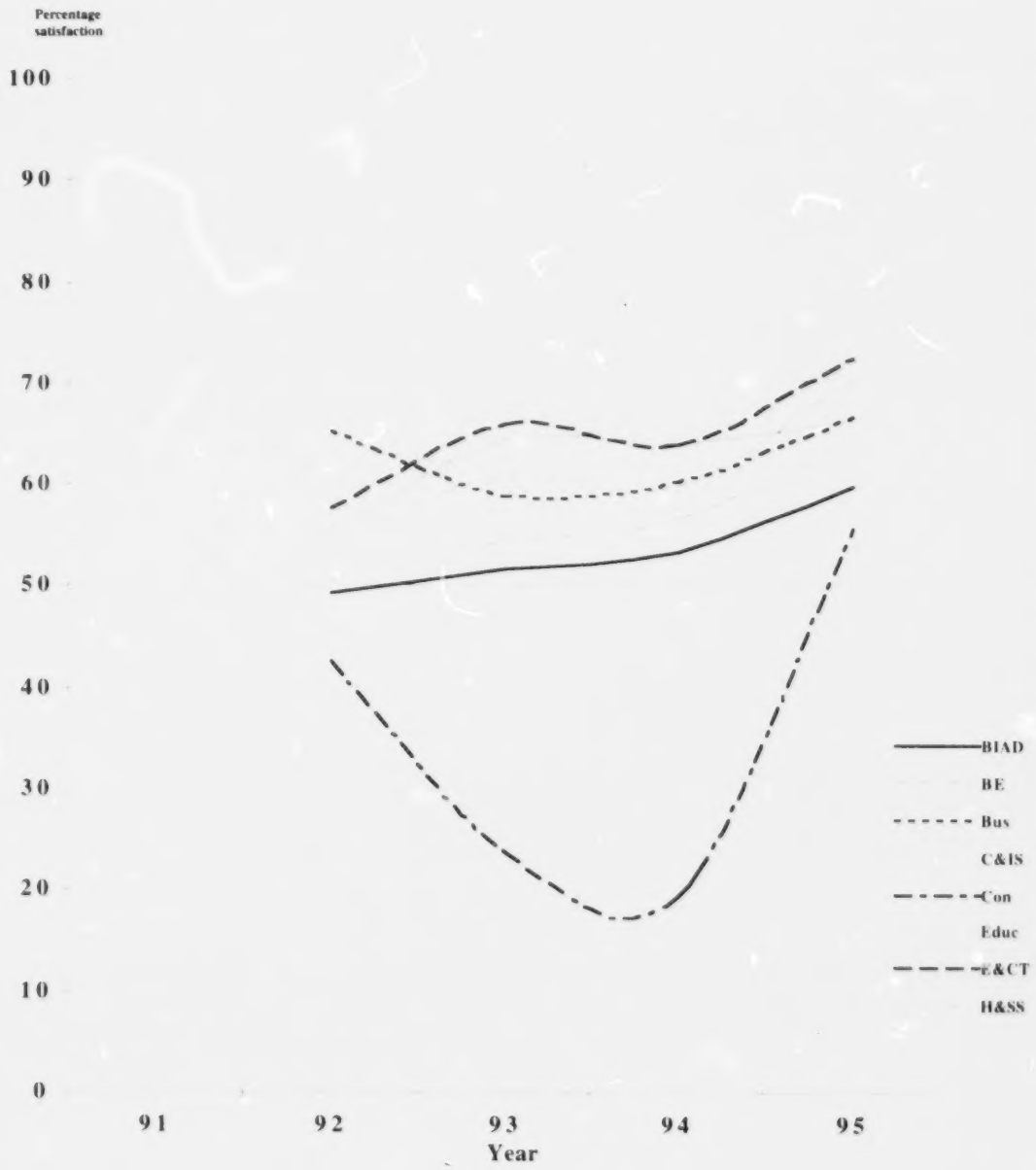
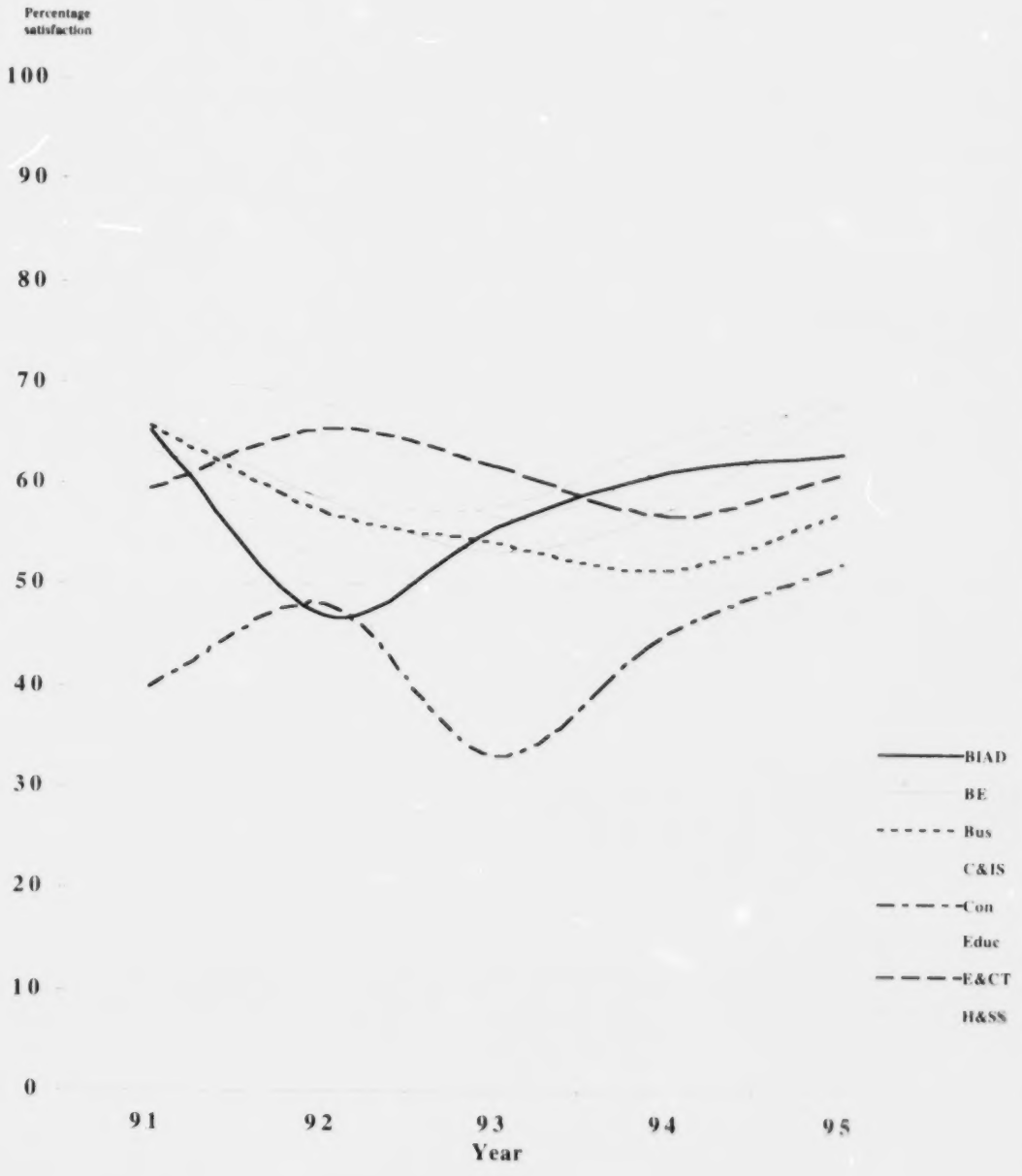


Figure 7.18: Helpfulness of support staff/technicians



CHAPTER 8
REFECTORIES

Students are generally satisfied with most aspects of the refectories other than the cost of food and drink. Conservatoire students are also concerned about the range and quality of food and about vending machines.

Usage of refectories

The Quad (in Baker Building) is the refectory most often identified as the *main* one used by respondents (35.9%). Scholars' Diner in Cenfac (9.9%) is the next most popular, marginally ahead of the Health Food Restaurant in Edge (8.6%). One in eight respondents (13.3%) made no use of any UCE refectory (Figure 8.1).

Nearly half the 1672 respondents who use the refectories do so on a daily basis, most of the rest use them on a weekly basis (Figure 8.2).

Quad users also make use of a wide range of other places to eat, including bringing their own food (Figure 8.3). A quarter of the students (23.6%) who make no use of the UCE refectories, make no use of any other eating place, bring their own food, and half of them (48.7%) do not use any refectories or places to eat: 10% of this group make use of local pubs.

Figure 8.1: Which *one* UCE refectory, if any, do you *mainly* use? (n = 2042)

Location	%
The Quad (Baker)	35.9
Health food (Edge)	8.6
Bournville	4.0
Baker 3rd floor	3.9
Conservatoire	2.8
Vittoria Street	2.1
Cenfac (Scholars')	9.9
Gosta Green	6.7
Other	2.0
Dawson 3rd floor	3.7
Westbourne Road	7.2
None	13.3

Figure 8.2: On average, how often do you use this refectory? (n = 1672)

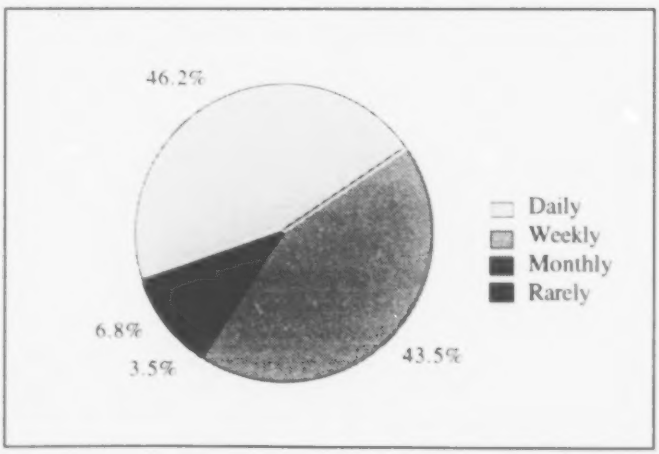


Figure 8.3: Other refectories and eating places used by main refectory used

Location	Quad	Health	Cenfac	Oth UCE	Own food	Pubs	SU bar	Take aways	Cafes	Oth	None
The Quad (n = 733)		18.6	18.1	31.9	25.4	19.9	29.5	14.5	12.4	3.5	11.1
Health Food (n = 175)	43.4		17.7	22.3	36.6	19.4	35.4	12.0	12.0	1.7	6.9
Cenfac (n = 202)	46.5	14.9		14.4	30.2	23.3	31.2	21.8	18.3	5.9	8.9
Other UCE (n = 661)	14.5	6.2	2.9	28.1	44.9	21.6	17.1	23.3	19.2	5.3	15.4
None (n = 271)					23.6	10.0	5.5	8.9	6.3	6.3	48.7

Note: Percentages do not add up to 100 as students could indicate as many as appropriate

Refectories

- On average, with the exception of the Conservatoire, students in all faculties are satisfied with the range and quality of the food (Figure 8.4). However, students using Gosta Green are dissatisfied with the range of food (Figure 8.7) as are Asian students (Figure 8.6) and full-time taught postgraduates (Figure 8.5).

- Students across the University are satisfied with the helpfulness of staff, speed of service and opening hours of the refectories.

- There is almost blanket dissatisfaction with the cost and value for money of drinks in all refectories.

- Full-time students irrespective of faculty are dissatisfied with the cost and value for money of food. However, part-time students, postgraduate researchers and 'other' students are satisfied with these items (Figure 8.5).

- Students across the University are satisfied with the cleanliness of refectories.

- Comfort and availability of seats is an area of dissatisfaction for users of facilities at Gosta Green. Availability of seats is also a source of dissatisfaction at Vittoria Street (Figure 8.7).

Figure 8.4: Student perception of refectories by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Range of food	A	A	A	A	D	a	A	a	A
Quality of food	A	A	A	A	D	A	A	A	A
Helpfulness of staff	A	A	a	A	A	A	A	A	A
Opening hours	A	A	A	A	A	A	A	A	A
Speed of service	A	A	A	A	A	A	A	A	A
Cost of drinks	D	D	D	D	D	D	D	D	D
Value for money of drinks	D	D	D	D	D	D	D	D	D
Cost of food	D	D	D	D	D	D	D	D	D
Value for money of food	D	D	D	D	D	D	D	D	D
Cleanliness	A	A	A	A	A	A	A	A	A
Comfort	A	A	A	A	A	A	A	A	A
Availability of seats	D	A	A	A	A	A	A	A	A
Vending machines									
Availability of vending machines	a	a	a	a	D	a	a	a	a
Price of items	D	a	a	A	D	a	a	A	a
Range of items	A	a	a	a	D	a	a	a	a
Reliability of vending machines	A	a	A	A	D	a	A	A	A

Figure 8.5: Student perception of refectories by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Range of food	A	A	A	A	a	D	a	a	A
Quality of food	A	A	A	A	A	A	A	A	A
Helpfulness of staff	A	A	A	A	a	A	A	A	A
Opening hours	A	A	A	A	A	A	A	a	A
Speed of service	A	A	A	A	A	A	A	A	A
Cost of drinks	D	D	D	D	d	D	D	A	D
Value for money of drinks	D	D	D	D	D	D	D	D	D
Cost of food	D	D	D	A	A	D	A	A	A
Value for money of food	D	D	D	A	A	D	A	A	A
Cleanliness	A	A	A	A	A	A	A	A	A
Comfort	A	A	A	A	A	A	A	a	A
Availability of seats	A	A	A	A	A	A	A	a	A
Vending machines									
Availability of vending machines	a	a	a	a	a	a	a	a	a
Price of items	A	A	d	a	a	D	a	a	a
Range of items	a	a	a	a	a	a	a	a	a
Reliability of vending machines	A	A	a	A	a	A	A	A	a

Figure 8.6: Student perception of refectories by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Range of food	A	A	a	A	D	A	A
Quality of food	A	A	A	A	A	A	A
Helpfulness of staff	A	A	A	A	A	A	A
Opening hours	A	A	A	A	A	A	A
Speed of service	A	A	A	A	A	A	A
Cost of drinks	D	D	D	D	D	D	D
Value for money of drinks	D	D	D	D	D	D	D
Cost of food	D	D	D	D	D	D	D
Value for money of food	D	D	A	D	D	D	D
Cleanliness	A	A	A	A	A	A	A
Comfort	A	A	A	A	A	A	A
Availability of seats	A	A	A	A	A	A	A
Vending machines							
Availability of vending machines	a	a	a	a	a	a	a
Price of items	a	A	a	A	D	A	a
Range of items	a	a	a	a	A	A	a
Reliability of vending machines	A	A	A	A	A	A	A

Figure 8.7: Student perception of refectories by main refectory used

Item	*Qual*	*Edge*	*Bourn*	*B3*	*Con*	*V St*	*Centac*	*GG*	*D3*	*WR*
Range of food	A	A	A	A	D	a	A	D	A	a
Quality of food	A	A	A	A	D	A	A	A	A	A
Helpfulness of staff	A	A	A	A	A	A	a	A	A	A
Opening hours	A	A	A	A	A	A	A	A	A	A
Speed of service	A	A	A	A	A	A	A	A	A	A
Cost of drinks	D	D	D	D	D	D	D	D	D	D
Value for money of drinks	D	D	D	D	D	D	D	D	D	D
Cost of food	D	D	A	D	D	A	D	D	D	D
Value for money of food	D	D	A	D	D	A	D	D	A	D
Cleanliness	A	A	A	A	A	A	A	A	A	A
Comfort	A	A	A	A	A	A	A	D	A	A
Availability of seats	A	A	A	A	A	D	A	D	A	A
Vending machines										
Availability of vending machines	a	a	a	a	d	D	a	A	a	a
Price of items	A	A	d	a	d	d	a	A	D	d
Range of items	a	a	a	a	d	d	a	A	A	a
Reliability of vending machines	A	A	A	A	D	d	A	A	A	a

Vending machines

Overall, vending machines are less important and satisfactory than refectories, but with few exceptions are not a source of dissatisfaction.

- *Availability of vending machines* is an area of dissatisfaction for Conservatoire students and those using Vittoria Street (Figure 8.7).

- Most students appear to be satisfied with the *price of items* in vending machines with the exception of BIAD and Conservatoire students (Figure 8.4) . This stems mainly from marginal dissatisfaction expressed by students whose main refectory is at Bournville, the Conservatoire, and Vittoria Street. Students whose main refectory is Dawson 3rd floor are

also dissatisfied with price of items in vending machines (Figure 8.7).

- Students at Vittoria Street and the Conservatoire indicate dissatisfaction with the r*eliability of vending machines* and the *range of items* on offer (Figure 8.7). A machine at the Conservatoire often broke down and has since been removed.

Changes over time for UCE as a whole

- Despite the current overall dissatisfaction rating for the *price of food*, there has been a steady improvement in ratings since 1992 (Figure 8.8). There is no comparable trend information on drinks as this is a recent item on the questionnaire.

- Satisfaction ratings for the *quality of food* have steadily improved since 1992 (Figure 8.8).

- The *range of food* was rated as unsatisfactory in 1992, but there has been a consistent improvement in ratings ever since (Figure 8.8).

- Ratings of other areas, such as clea*nliness*, *speed of service*, *helpfulness of staff* and *opening hours* have remained fairly stable since 1992 or have slightly improved (Figure 8.8).

Changes over time: significant variations by faculty

There are four areas where the inter-faculty trend varies.

Although there is a general upward trend in satisfaction with the *quality of food*, this is not the case in the Conservatoire, which has seen a steady deterioration in ratings since 1992. After steady improvement from 1992 to 1994, the rating of food quality for students in Education has also dropped this year (Figure 8.9)

Education students also go against the trend in their ratings for the price of food, reversing a fairly sharp increase in satisfaction between 1992 and 1994 (Figure 8.10).

There is a marked downward trend in Conservatoire students' satisfaction with *opening hours* in contrast to students in other faculties (Figure 8.10).

With the exception of students in Education, ratings of *speed of service* have converged. However, trends vary with students in BIAD, Business and ECT showing an improved rating and most of the others a marginal fall in ratings. Education is distinct in showing a steady fall in satisfaction ratings with speed of service since 1992 and it is close to becoming an item of dissatisfaction (Figure 8.11).

Figure 8.8: Refectory set

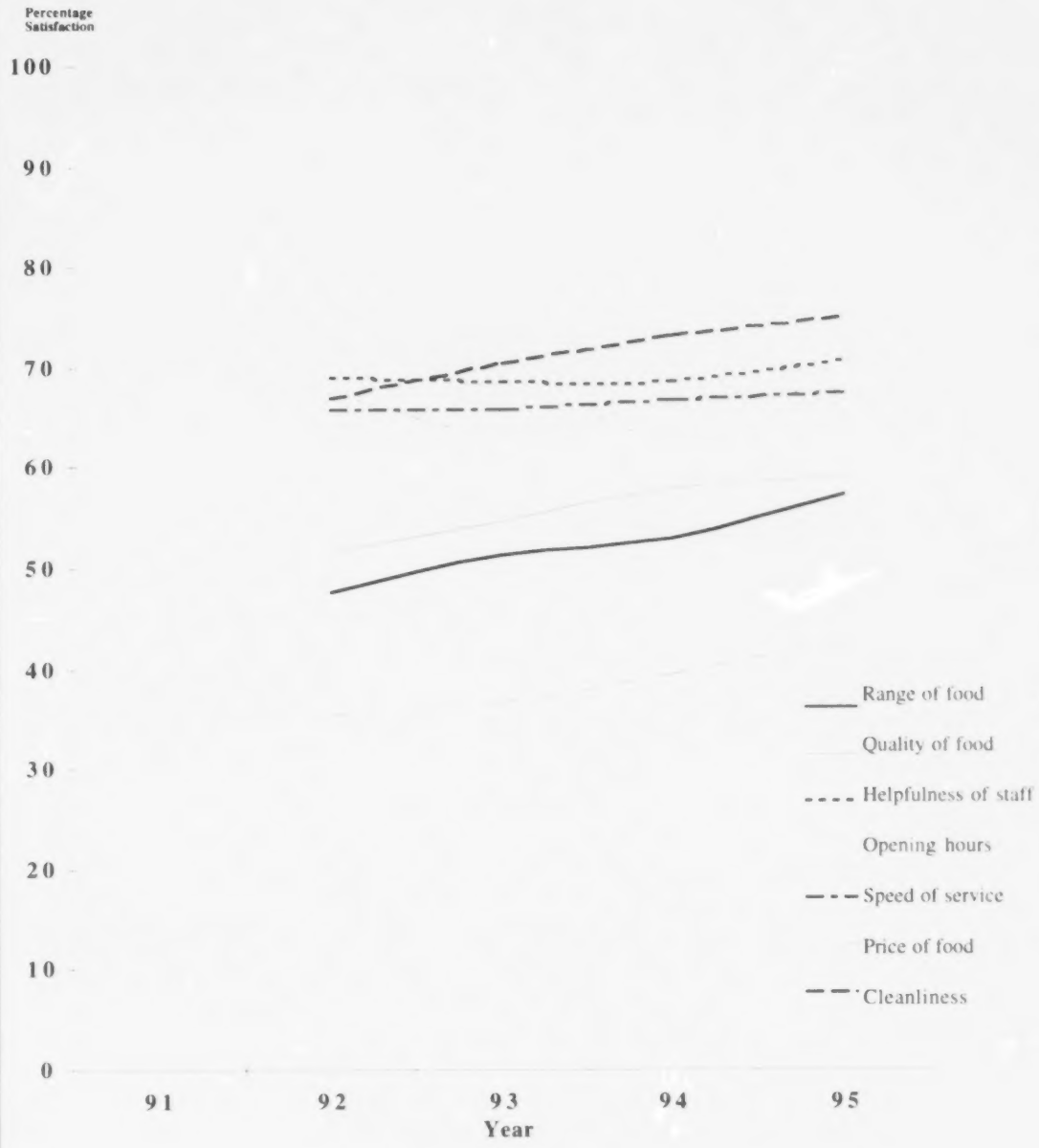


Figure 8.9: Quality of the food

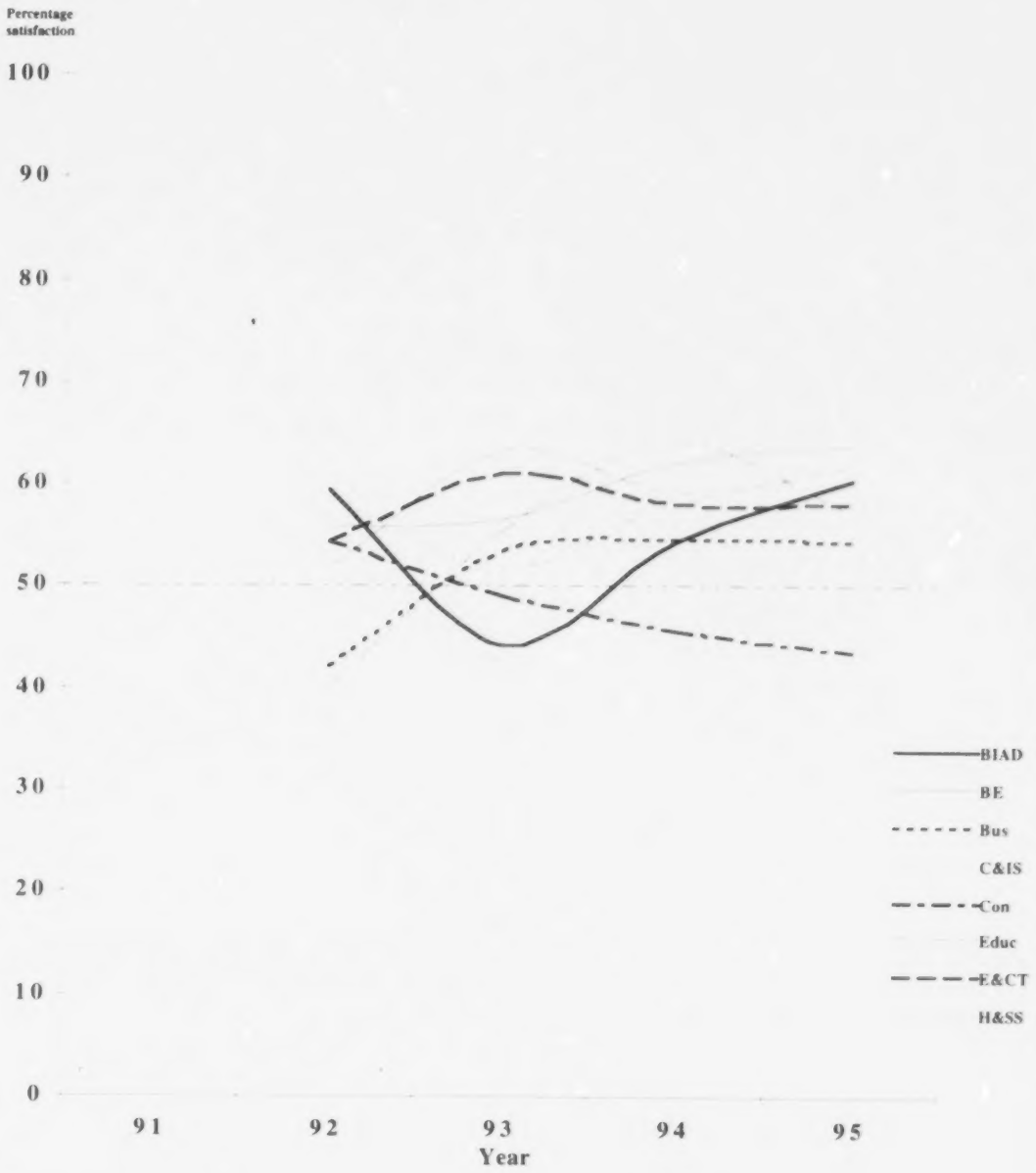


Figure 8.10: Opening hours of refectories

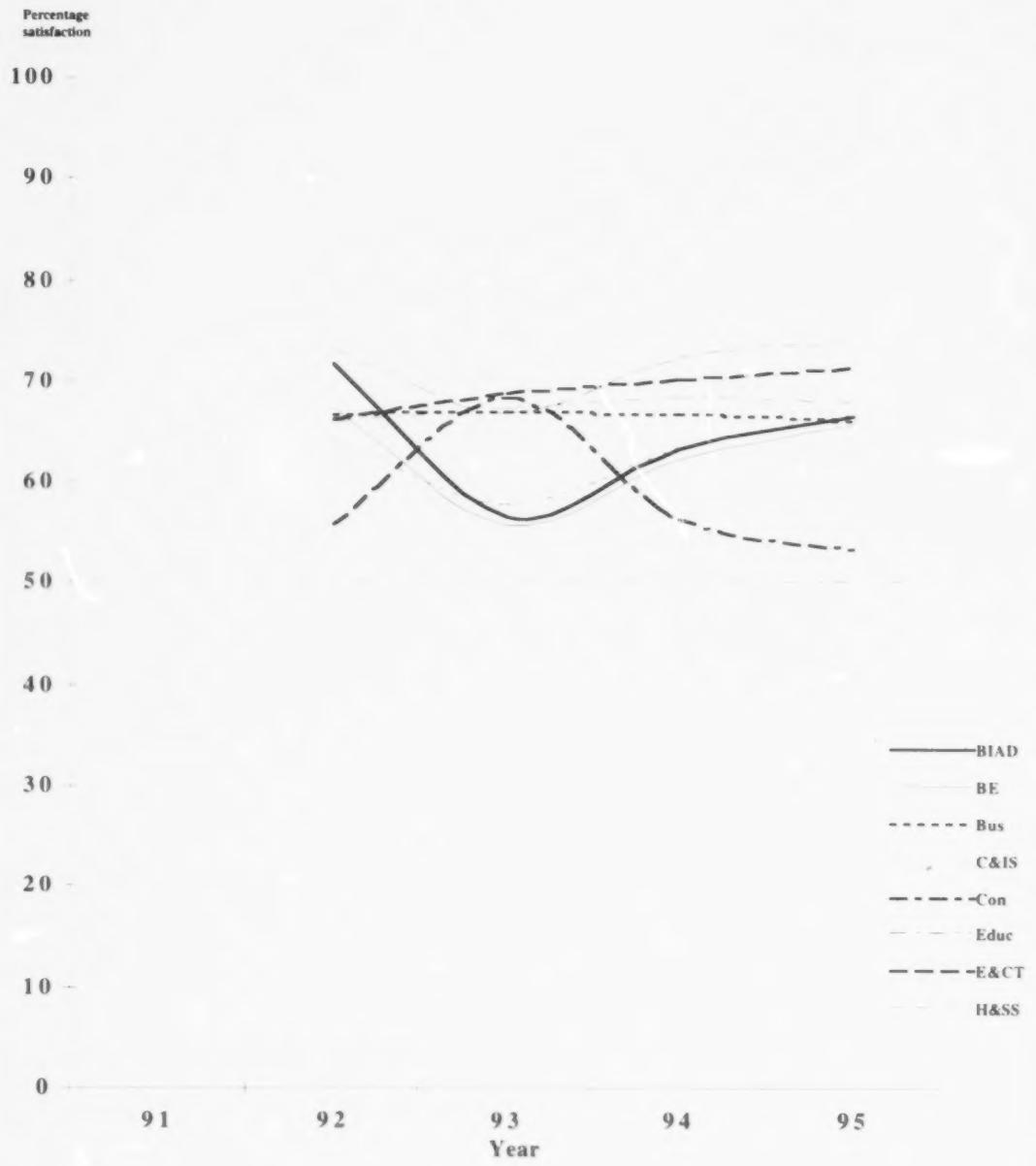
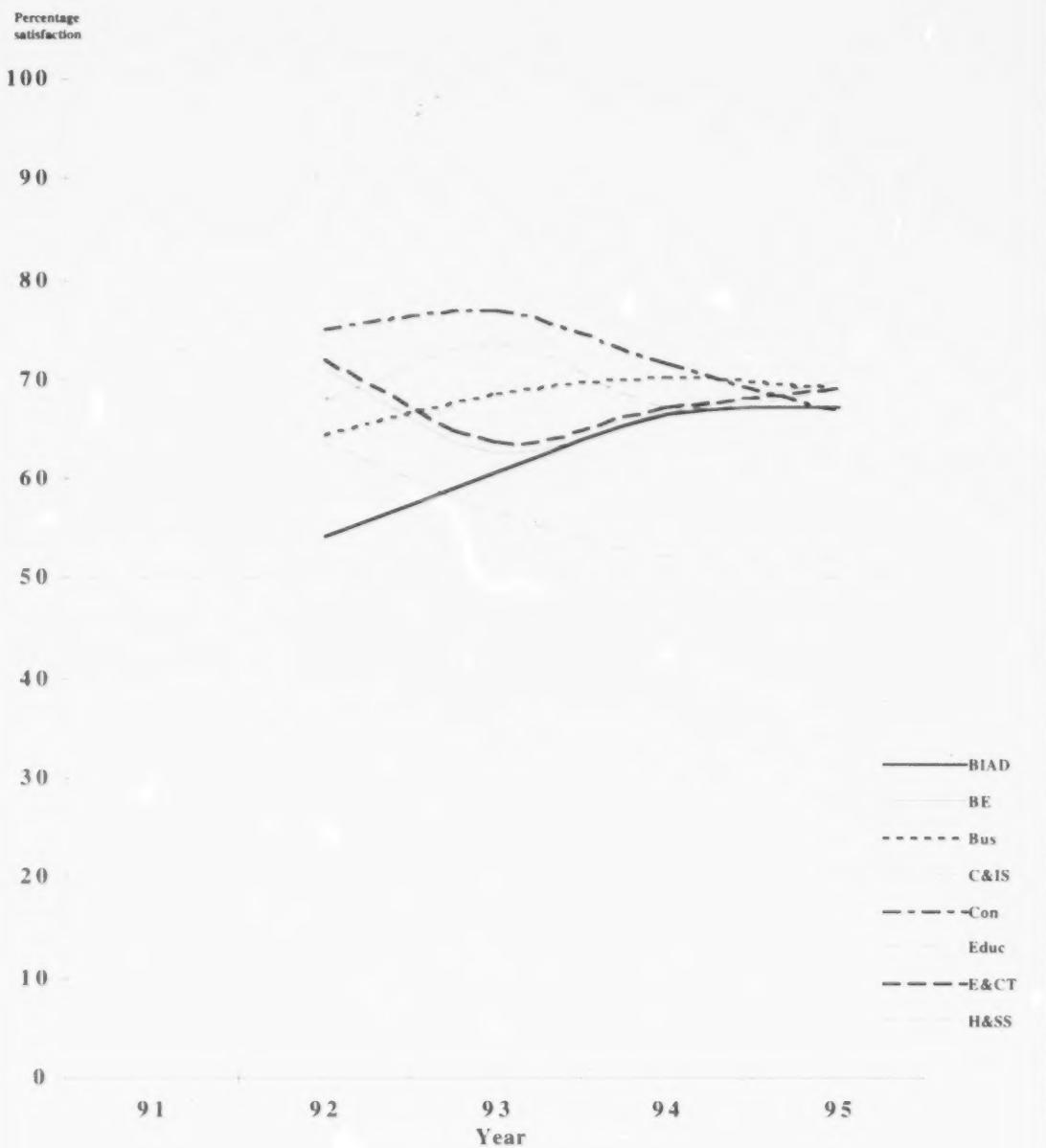


Figure 8.11: Speed of service



CHAPTER 9
UCE ACCOMMODATION

There is general satisfaction amongst students in UCE accommodation regarding the quality of their accommodation and its associated facilities.

About one in seven of the students in the sample indicate that they live in accommodation provided through UCE. Of these students, half (47.8%) live in houses or flats rented through the Private Property Unit's Head Tenancy Scheme (Figure 9.1).

- Students across the faculties are satisfied with the *location, size, comfort, cleanliness*, and *security* of their accommodation (Figure 9.2).

- Students at Westbourne Road and Cambrian are unhappy with the *range of facilities* and *noise levels* in the halls (Figure 9.5). Noise levels are also a concern of younger students (Figure 9.4).

- *Cost* and *value for money* of UCE accommodation is identified as an area of dissatisfaction for students living at the Coppice (Figure 9.5). It is a particular problem for Conservatoire, Education and Health and Social Science students (Figure 9.1). Dissatisfaction with the cost of accommodation is steadily getting worse as satisfaction ratings have slowly declined since 1992 (Figure 9.6).

- Several faculties show dissatisfaction with the *helpfulness of their hall managers*. Students in halls at Westbourne Road are dissatisfied with this aspect of their accommodation (Figure 9.5). This is a particular concern of full-time, final year undergraduates (Figure 9.3).

- A breakdown by type of UCE accommodation shows that students in Head Tenancy Schemes are satisfied with all areas of their accommodation.

- Asian students living in UCE accommodation are dissatisfied with the *helpfulness of staff*, in both the halls and the Private Property Unit (Figure 9.4).

Figure 9.1: Which UCE accommodation, if any, do you presently live in during term time?

Accommodation	Total % (n = 1905)	UCE % (n = 251)
The Coppice/Perry Barr flats	2.5	18.7
Westbourne Road	2.9	21.9
Cambrian Halls	1.5	11.6
PPU	6.3	47.8
None	86.8	-

Figure 9.2: Student perception of UCE accommodation by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Location/convenience	A	A	A	A	A	A	A	A	A
Size of your room	A	A	A	A	A	A	A	A	A
Overall comfort of your bedroom	A	A	A	A	A	A	A	A	A
Range of facilities in accommodation	A	A	A	A	A	D	A	A	A
Cleanliness	A	A	A	A	A	A	A	A	A
Noise levels	A	A	A	A	A	A	A	A	A
Security	A	A	A	A	A	A	A	A	A
Cost	A	A	A	A	D	D	A	D	A
Value for money	A	A	A	A	D	D	A	A	A
Accuracy of info about accommodation	A	A	A	A	A	A	A	A	A
Availability of UCE accommodation	A	A	A	A	A	A	A	A	A
For halls of residence									
Helpfulness of hall managers	A	D	D	A	SN	SN	SN	D	A
For Private Property Unit									
'Up-to dateness' of address lists	A	A	A	A	SN	SN	SN	A	A
Helpfulness of staff in the unit	A	A	A	A	SN	SN	SN	A	A

Figure 9.3: Student perception of UCE accommodation by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Location/convenience	A	A	A	SN	SN	SN	SN	SN	SN
Size of your room	A	A	A	SN	SN	SN	SN	SN	SN
Overall comfort of your bedroom	A	A	A	SN	SN	SN	SN	SN	SN
Range of facilities in accommodation	A	A	A	SN	SN	SN	SN	SN	SN
Cleanliness	A	A	A	SN	SN	SN	SN	SN	SN
Noise levels	A	A	A	SN	SN	SN	SN	SN	SN
Security	A	A	A	SN	SN	SN	SN	SN	SN
Cost	A	A	A	SN	SN	SN	SN	SN	SN
Value for money	A	A	A	SN	SN	SN	SN	SN	SN
Accuracy of info about accommodation	A	A	A	SN	SN	SN	SN	SN	SN
Availability of UCE accommodation	A	A	A	SN	SN	SN	SN	SN	SN
For halls of residence									
Helpfulness of hall managers	A	A	D	SN	SN	SN	SN	SN	SN
For Private Property Unit									
'Up-to dateness' of address lists	A	A	A	SN	SN	SN	SN	SN	SN
Helpfulness of staff in the unit	A	A	A	SN	SN	SN	SN	SN	SN

Figure 9.4: Student perception of UCE accommodation by gender/age/ethnicity

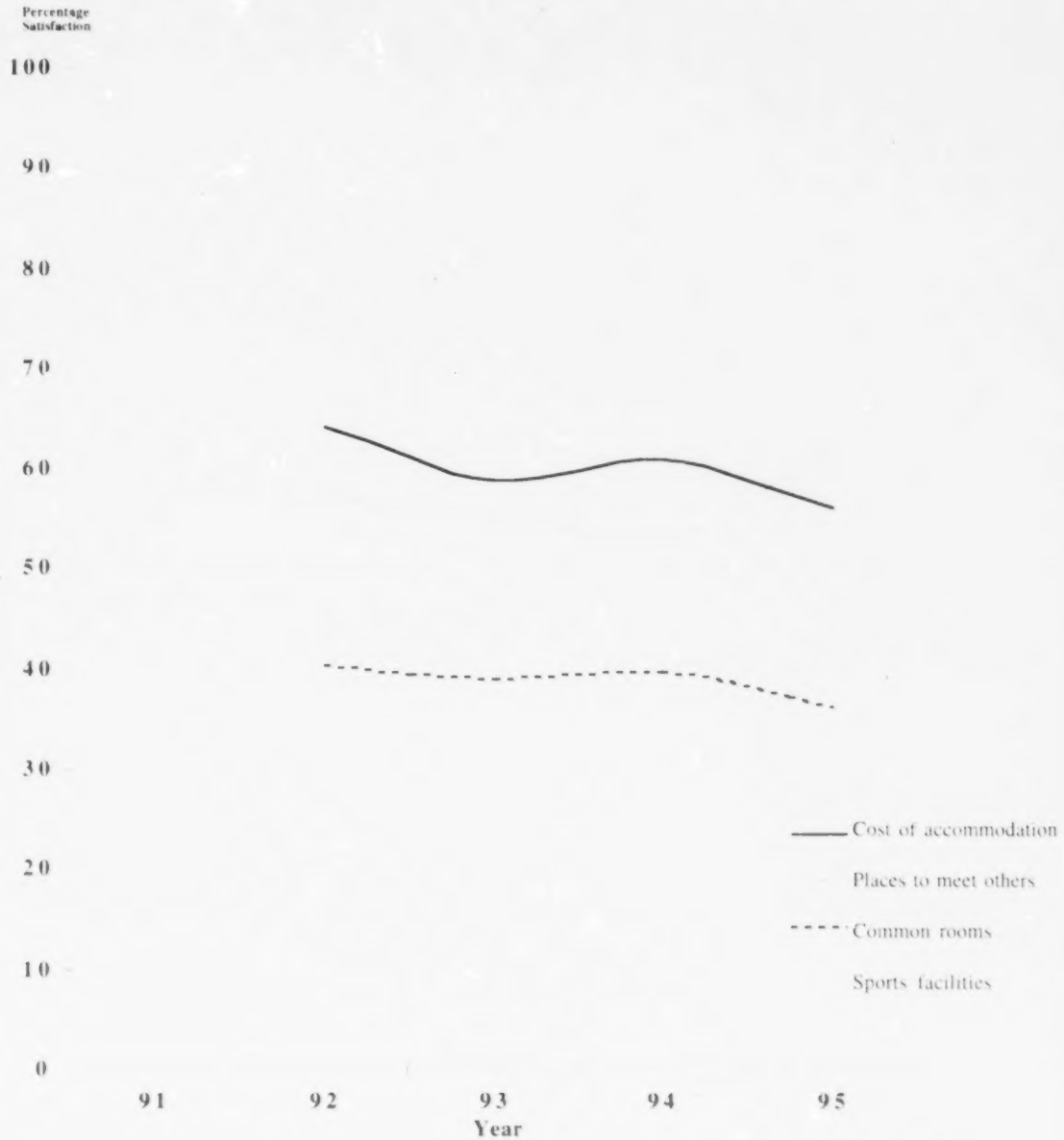
Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Location/convenience	A	A	A	A	A	A	A
Size of your room	A	A	A	A	A	A	A
Overall comfort of your bedroom	A	A	A	A	A	A	A
Range of facilities in accommodation	A	A	A	A	A	A	A
Cleanliness	A	A	A	A	A	A	A
Noise levels	A	A	D	A	A	A	A
Security	A	A	A	A	A	A	A
Cost	A	A	A	A	A	A	A
Value for money	A	A	A	A	A	A	A
Accuracy of info about accommodation	A	A	A	A	A	A	A
Availability of UCE accommodation	A	A	A	A	A	A	A
For halls of residence							
Helpfulness of hall managers	A	A	A	A	D	a	A
For Private Property Unit							
'Up-to dateness' of address lists	A	A	A	A	A	A	A
Helpfulness of staff in the unit	A	A	a	A	D	A	A

Results relating to Black students should be treated with caution as they are based on 4–7 respondents who live in UCE accommodation

Figure 9.5: Student perception of UCE accommodation by location

Item	*Copp*	*WR*	*Cam*	*PPU*
Location/convenience	A	D	A	A
Size of your room	A	A	A	A
Overall comfort of your bedroom	A	A	A	A
Range of facilities in accommodation	A	D	D	A
Cleanliness	A	A	D	A
Noise levels	A	D	D	A
Security	A	A	A	A
Cost	D	A	A	A
Value for money	A	A	A	A
Accuracy of info about acc	A	A	A	A
Availability of UCE accommodation	A	A	A	A
For halls of residence				
Helpfulness of hall managers	A	D	A	NA
For Private Property Unit				
'Up-to dateness' of address lists	NA	NA	NA	A
Helpfulness of staff in the unit	NA	NA	NA	A

Figure 9.6: Environment/social



CHAPTER 10
STUDENT SERVICES

Student Services are used by a minority of students but, as surveys in previous years have shown, are regarded as essential services by an overwhelming majority of students. There is general satisfaction with the services although accessibility of some elements of the service is a problem for some groups of students.

The open comments suggest that there is a lack of awareness across the faculties of the existence, location and range of student services.

> I don't know about any of these facilities or how to access them.
>
> I have not been made aware of them particularly, even though there are times when information about careers and counselling may be very useful.

Some part-time students, although aware of the services were unaware that the services are available to them.

> Are these available to part-time students?
>
> As a part-time student there is no awareness made of these support facilities unless you stumble across them by accident.

Reflecting the fact that about 10% of the University student population use Student Services, less than 500 respondents completed this section. Most of these only commented on the services they use, which are predominately careers and financial services and health care. The numbers responding to other areas drop below 150. When broken down into sub-groups, the numbers are very low in some areas. For example, results relating to students at the Conservatoire are based on about 10 students and those for postgraduate researchers on 5 students, not all of whom answered all questions. The results of these two groups will be treated separately.

The most used element of Student Services this year is the Careers Service, used by one in six students. Financial Services are used by 10% of the students and a similar proportion use the Health Care Service (Figure 10.1).

Figure 10.1: Which of the following student services provided at UCE have you used? (n = 2191)

Service	%
Careers	16.1
Child care	1.2
Chaplaincy	1.2
Disability services	1.0
Counselling	3.7
Health Care	9.9
Financial Services	10.3
Other	7.5

Figure 10.2: Student perception of student services by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Careers									
Usefulness of advice	A	A	A	A	D	A	A	A	A
Location of services	D	a	A	A	D	A	A	a	A
Comprehensiveness of careers info	D	A	A	A	D	A	A	A	A
Chaplaincy									
Represents a range of religions	a	d	a	A	a	a	a	a	a
Approachability	a	a	a	A	a	a	a	A	a
Counselling									
Accessibility	A	d	A	A	A	a	A	A	A
Usefulness	A	d	A	A	A	A	A	A	A
Supportiveness	A	a	A	A	A	A	A	A	A
Child Care									
Range of ages catered for	d	a	a	a	SN	A	A	D	d
Opening hours of nurseries	d	d	a	a	SN	A	A	A	a
Disability Services									
Range of services	d	A	a	A	SN	a	A	d	a
Contactability of staff	a	a	d	A	SN	a	a	d	a
Healthcare									
Opening times	A	A	A	A	D	D	A	A	A
Supportiveness of staff	A	A	A	A	D	A	A	A	A
Usefulness of treatment	A	A	A	A	A	A	A	A	A
Financial Services									
Availability of financial advice	A	A	A	A	D	A	A	A	A
Usefulness of financial advice	A	A	A	A	D	A	A	A	A

Careers

- Most students are satisfied with the usefulness of *advice provided by the Careers Service*, the *location* and the *comprehensiveness of the information*. However, BIAD students are dissatisfied with the location and the information of the Careers Service (Figure 10.2).

> Unless you are at Perry Barr you don't get much of a chance.
>
> It would be nice if these services were on site and students didn't have to travel to them.

Chaplaincy

- Although used by a very small proportion of students, the service is seen as satisfactory by students in most faculties. Built Environment students express some dissatisfaction with the *range of religions* represented, as do Asian students (Figure 10.4). Part-time undergraduates also have reservations (Figure 10.3).

> More representatives from ethnic communities are needed to represent the student population in the chaplaincy.

Counselling

- The *support offered by the counselling service* is rated as satisfactory across the University.

> The counselling service has helped me a great deal and has helped me through a bad time. I believe it has helped me stay on my course.

- Students in Built Environment have reservations about *accessibility and usefulness* (Figure 10.2). Usefulness is also a concern expressed by part-time undergraduates. Final-year, full-time undergraduates are dissatisfied by the accessibility of the service.

Figure 10.3: Student perception of student services by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Careers									
Usefulness of advice	A	A	A	A	A	A	A	D	A
Location of services	A	A	A	a	A	A	A	A	A
Comprehensiveness of careers info	A	A	A	A	A	A	A	D	A
Chaplaincy									
Represents a range of religions	a	a	a	d	d	b	b	a	a
Approachability	a	a	a	d	d	a	b	A	a
Counselling									
Accessibility	A	A	D	a	a	A	A	D	A
Usefulness	A	A	A	d	d	a	A	D	a
Supportiveness	A	A	A	a	a	a	A	A	A
Child Care									
Range of ages catered for	a	A	D	d	D	a	D	D	d
Opening hours of nurseries	a	A	A	d	D	a	d	A	a
Disability Services									
Range of services	A	a	a	a	D	A	A	D	a
Contactability of staff	D	a	a	a	D	a	A	D	a
Healthcare									
Opening times	A	A	A	d	A	a	A	D	A
Supportiveness of staff	A	A	A	a	D	A	A	A	A
Usefulness of treatment	A	A	A	a	D	A	A	D	A
Financial Services									
Availibility of financial advice	A	A	A	d	a	A	A	D	D
Usefulness of financial advice	A	A	A	a	a	A	a	D	D

Figure 10.4: Student perception of student services by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Careers							
Usefulness of advice	A	A	A	A	A	A	A
Location of services	A	A	A	A	A	A	A
Comprehensiveness of careers info	A	A	A	A	A	A	A
Chaplaincy							
Represents a range of religions	a	a	a	a	d	a	a
Approachability	a	a	a	a	d	a	a
Counselling							
Accessibility	a	A	A	A	A	A	A
Usefulness	a	A	A	A	A	A	A
Supportiveness	a	A	A	A	A	A	A
Child Care							
Range of ages catered for	a	D	D	a	d	A	d
Opening hours of nurseries	a	A	A	a	a	a	a
Disability Services							
Range of services	a	a	D	a	a	a	a
Contactability of staff	a	a	D	a	a	a	a
Healthcare							
Opening times	A	A	A	A	D	A	A
Supportiveness of staff	A	A	A	A	A	A	A
Usefulness of treatment	A	A	A	A	A	A	A
Financial Services							
Availability of financial advice	A	A	A	A	A	A	A
Usefulness of financial advice	A	A	A	A	A	A	A

Child Care

- There is dissatisfaction with the *range of ages catered for by the child care services* at UCE. Final year students, part-time and full-time, postgraduate researchers and taught part-time postgraduates are all dissatisfied (Figure 10.3). Female students and younger students are dissatisfied (Figure 10.4). The dissatisfaction mainly derives from students in Health and Social Sciences and, to a lesser extent, from BIAD.

  > The nursery only takes children from the age of two, which is no use whatsoever to me.

- Opening hours of nurseries are also a concern for some part-time students (Figure 10.3).

  > The university nursery is very good but it is a shame that it is not open later than 5.15. I have to miss the last half hour of my lecture to collect the children.

Disability Services

- The *range of disability services* offered and the *contactability of staff* are a source of dissatisfaction to part-time undergraduates in their final years and to postgraduate researchers (Figure 10.3). Younger students are dissatisfied with this provision.

Health Care

- Students in the Faculty of Education are dissatisfied with *opening times of the Health Care facilities* (Figure 10.2). This is also a concern of Asian students (Figure 10.3).

- Final year, part-time undergraduates are dissatisfied with the *supportiveness of staff* (Figure 10.3).

- In the main, students rate as satisfactory the *usefulness of the treatment* offered with the exception of postgraduate researchers and final year, part-time undergraduates (Figure 10.3).

Financial Services

- Conservatoire students are dissatisfied with the *availability of financial services* and the *usefulness of the advice* (Figure 10.2).

Students at the Conservatoire are dissatisfied with all aspects of the Careers Service, with the supportiveness of Health Care staff and the opening times of the Health Care facilities (Figure 10.1).

Postgraduate research students are dissatisfied with the advice and the information from the Careers Service, with the accessibility and usefulness of the counselling service, opening times of the Health Care facilities, the availability of financial services and the usefulness of the advice provided (Figure 10.3).

CHAPTER 11
THE UNIVERSITY ENVIRONMENT

Students rate virtually all areas related to the University environment as important. Car park provision is an area which causes dissatisfaction across the majority of the faculties (Figure 11.1).

Environment and general campus facilities

- Students in all faculties are satisfied with the security staff and safety features, and there is satisfaction with the general appearance of their campus.
- Availability of lockers is highlighted as a problem by all faculties except for the Conservatoire.
- The 'user-friendliness' of the environment for people with disabilities is seen as satisfactory by all faculties apart from BIAD and Education. Postgraduate students also identify this as a problem area (Figure 11.2).
- Several faculties feel that the efforts to reduce disruption caused by building work have not been satisfactory (Figure 11.1). This is a particular concern for older students and Asian students (Figure 11.3).

Rooms

- Students are generally happy with the conditions, suitability and allocation of rooms and laboratories/workshops used on their course.
- Students at the Conservatoire are dissatisfied with the level of heating and the ventilation in their rooms.
- The availability of student common rooms is an area of dissatisfaction for all faculties. This is particularly important to students in BIAD, CIS and Education. Asian students and women are particularly dissatisfied with the availability (Figure 11.3). This has been an area of dissatisfaction since 1992 and ratings are gradually declining (Figure 9.6). Conservatoire, Business and BIAD students have been consistently the least satisfied with the availability of common rooms (Figure 11.4).

Car parks

- Students in all faculties are very dissatisfied with the number of car parking spaces that are provided for students.
- There is also dissatisfaction with the lighting in car parks from students in BIAD, the Conservatoire and Education, and general dissatisfaction with the provision of secure cycle racks.

Figure 11.1: Student perception of University environment by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Edu*	*ECT*	*HSS*	*UCE*
Environment & general campus facilities									
General appearance of your campus	A	a	a	a	A	a	a	a	a
'User friendliness' for people with disabilities	D	A	A	A	A	D	A	A	A
Security staff on your campus	A	a	A	A	A	A	A	A	A
Safety features and procedures	A	A	A	A	A	A	A	A	A
Toilet facilities	A	A	A	A	A	A	A	A	A
Lifts/paternosters	a	a	a	a	D	d	a	A	a
Availability of lockers	D	d	D	D	A	D	D	d	d
Efforts to reduce disruption of building work	D	a	a	D	A	a	D	a	A
Rooms									
Level of heating	A	A	A	A	D	A	A	A	A
Ventilation	A	A	A	A	D	A	A	A	A
Lighting	A	A	A	A	A	A	A	A	A
Suitability of rooms used on your course	A	A	A	A	A	A	A	A	A
Size of rooms	A	A	A	A	A	A	A	A	A
Room allocation	A	a	a	A	A	A	A	A	A
Provision of laboratories/workshops	A	a	a	A	A	A	A	A	A
Accessibility to laboratories/workshops	A	a	a	A	A	A	A	a	A
Laboratory/workshop equipment	A	a	a	A	A	A	A	a	A
Availability of student common rooms	D	d	d	D	d	D	d	d	d
Car parks									
Number of spaces provided for students	D	D	D	D	D	D	D	D	D
Lighting	D	A	A	A	D	D	A	A	A
Provision of secure cycle racks	D	a	d	D	D	D	D	d	d

Figure 11.2: Student perception of University environment by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Environment & general campus facilities									
General appearance of your campus	A	A	a	a	a	A	a	d	A
'User friendliness' for people with disabilities	A	A	D	A	A	D	D	D	D
Security staff on your campus	A	A	A	A	A	A	A	A	A
Safety features and procedures	A	A	A	A	A	A	A	A	A
Toilet facilities	A	A	A	A	A	A	A	A	A
Lifts/paternosters	A	A	d	a	a	a	a	a	d
Availability of lockers	d	D	D	d	d	d	d	d	D
Efforts to reduce disruption of building work	A	D	D	a	a	a	a	A	A
Rooms									
Level of heating	A	A	A	A	A	A	A	A	A
Ventilation	A	A	A	A	A	D	A	A	A
Lighting	A	A	A	A	A	A	A	A	A
Suitability of rooms used on your course	A	A	A	A	A	A	A	A	A
Size of rooms	A	A	A	A	A	A	A	A	A
Room allocation	A	A	A	A	a	A	A	A	A
Provision of laboratories/workshops	A	A	A	A	a	A	A	D	A
Accessibility to laboratories/workshops	A	A	a	a	a	A	A	A	A
Laboratory/workshop equipment	A	A	A	A	A	D	A	D	A
Availability of student common rooms	D	D	d	d	d	d	d	D	D
Car parks									
Number of spaces provided for students	D	D	D	D	D	D	D	D	D
Lighting	A	D	D	A	A	D	D	D	D
Provision of secure cycle racks	d	D	d	d	d	D	d	A	D

Figure 11.3: Student perception of University environment by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Environment & general campus facilities							
General appearance of your campus	a	a	a	A	A	A	a
'User friendliness' for people with disabilities	A	A	D	A	A	A	A
Security staff on your campus	A	A	A	A	A	A	A
Safety features and procedures	A	A	A	A	A	A	A
Toilet facilities	A	A	A	A	A	A	A
Lifts/paternosters	a	A	a	A	A	A	a
Availability of lockers	d	D	d	D	D	D	d
Efforts to reduce disruption of building work	a	A	a	D	D	A	A
Rooms							
Level of heating	A	A	A	A	A	A	A
Ventilation	A	A	A	A	A	A	A
Lighting	A	A	A	A	A	A	A
Suitability of rooms used on your course	A	A	A	A	A	A	A
Size of rooms	A	A	A	A	A	A	A
Room allocation	A	A	A	A	A	A	A
Provision of laboratories/workshops	A	A	A	A	A	A	A
Accessibility to laboratories/workshops	A	A	A	A	A	A	A
Laboratory/workshop equipment	A	A	A	A	A	A	A
Availability of student common rooms	d	D	d	d	D	d	d
Car parks							
Number of spaces provided for students	D	D	D	D	D	D	D
Lighting	A	D	A	D	D	A	A
Provision of secure cycle racks	d	d	d	D	d	a	d

CHAPTER 12
SOCIAL LIFE

Over one half of the students say that their social life does not include UCE at all. Overall, students do not rate social life as an important area of their experience as a student at UCE. The only aspect of socialising that the majority of students rate as important is the *opportunities to meet other people*.

The majority of students do not see UCE as an important part of their social life (Figure 12.1). Only 3.5% say their social life centres a great deal around UCE, with 10% saying quite a lot. This is reflected in the percentages of students using Student Union facilities. The majority of students never use the social or cultural clubs (78.9%), sports clubs (83.0%) or welfare and advice services (84.9%). Student Union bars are the facility most commonly used (Figure 12.2).

- Across the faculties, issues relating to social life and facilities are rated as unimportant. The exception is *opportunities to meet other people* which is rated by many of the faculties as very important and also satisfactory, as it is by full-time students (Figures 12.3 and 12.4).

- There is general dissatisfaction with the provision of *sports facilities*. Students have been consistently dissatisfied with the availability of sports facilities but a gradual upward trend in satisfaction has been reversed this year (Figure 9.6).

- There is general dissatisfaction with the provision of *information and activities during Freshers' Week*. Students from the Conservatoire are very dissatisfied with the activities and information provided about events in Freshers' Week. They are also dissatisfied with *Student Union bars* and *student representation* through the Student Union (Figure 12.3).

- Students who indicate that their social life centres around UCE a great deal or quite a lot are happy with the *opening hours of bars*, the *local pubs*, *Student Union clubs* and *representation* through the Student Union. They are dissatisfied with *sports facilities*, *Freshers' Week events* and *information about social activities* (Figure 12.6).

Figure 12.1: To what extent does your social life centre around UCE? (n = 1964)

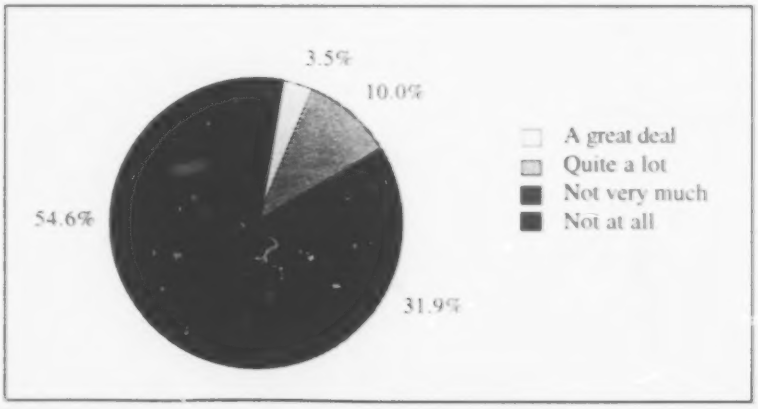


Figure 12.2: How often do you use the following Student Union facilities?

Frequency	Bars % (n = 2094)	Soc clubs % (n = 1967)	Sports clubs % (n = 1976)	Advice services % (n = 1971)
Daily	4.0	0.4	0.3	0.2
Weekly	16.9	4.2	5.8	0.4
Monthly	8.6	3.5	1.2	1.4
Rarely	25.2	13.0	9.7	13.2
Never	45.3	78.9	83.0	84.9

Figure 12.3: Student perception of social facilities by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Opportunities to meet other people	A	a	A	A	A	A	a	a	A
Student Union bars	d	a	a	a	D	a	a	a	a
Opening hours of bars	a	a	a	a	a	a	a	a	a
Local pubs	a	a	a	a	a	a	a	a	a
Social or cultural clubs/societies	d	a	a	a	d	a	a	a	a
Student Union sport clubs	d	a	a	d	d	a	a	d	d
Availability of sports facilities	d	d	d	D	d	d	d	d	d
Information about social activities	d	d	a	d	d	d	d	a	d
Activities during Freshers' week	d	d	d	d	D	d	d	d	d
Information about Freshers' events	d	d	d	D	D	d	d	a	d
Deuce (Student Union magazine)	a	d	a	d	d	d	a	a	d
Student representation through SU	d	a	a	a	D	d	d	a	d

Figure 12.4: Student perception of social facilities by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Opportunities to meet other people	A	A	A	a	a	A	a	d	A
Student Union bars	a	a	d	a	a	d	a	d	a
Opening hours of bars	a	a	a	a	a	a	a	a	a
Local pubs	a	a	a	a	a	a	a	a	a
Social or cultural clubs/societies	a	a	d	a	b	a	b	d	d
Student Union sport clubs	a	a	d	d	b	d	c	a	c
Availability of sports facilities	d	D	d	d	c	d	d	D	d
Information about social activities	d	d	d	a	d	d	c	D	d
Activities during Freshers' week	D	D	d	d	b	d	b	D	a
Information about Freshers' events	d	a	d	d	d	d	b	d	a
Deuce (Student Union magazine)	d	d	d	a	d	d	d	d	a
Student representation through SU	d	A	d	a	a	d	d	D	a

Figure 12.5: Student perception of social facilities by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Opportunities to meet other people	a	A	a	A	A	a	A
Student Union bars	a	a	a	a	a	a	a
Opening hours of bars	a	a	a	a	a	b	a
Local pubs	a	a	a	a	a	b	a
Social or cultural clubs/societies	a	a	a	a	a	d	a
Student Union sport clubs	d	d	c	a	d	d	a
Availability of sports facilities	d	d	d	D	D	d	d
Information about social activities	d	d	d	d	d	d	d
Activities during Freshers' week	d	d	d	D	d	d	d
Information about Freshers' events	d	d	d	d	d	d	d
Deuce (Student Union magazine)	d	a	d	a	a	a	d
Student representation through SU	d	d	d	d	d	a	d

Figure 12.6: Student perception of social facilities by extent social life centres around UCE

Item	*great deal*	*quite lot*	*not much*	*not at all*
Opportunities to meet other people	A	A	A	a
Student Union bars	D	A	a	a
Opening hours of bars	A	A	a	a
Local pubs	a	a	a	a
Social or cultural clubs/societies	A	a	a	c
Student Union sport clubs	a	a	d	c
Availability of sports facilities	D	D	d	d
Information about social activities	D	D	d	d
Activities during Freshers' week	D	D	d	d
Information about Freshers' events	D	D	d	d
Deuce (Student Union magazine)	a	d	a	d
Student representation through SU	A	A	d	d

CHAPTER 13 FINANCIAL CIRCUMSTANCES

The cost of University car parks and photocopying are the main sources of dissatisfaction for students. Music and art students are also dissatisfied with the cost of materials and trips.

Financial background

Half the respondents (49.3%) had their course fees paid by the Local Education Authority and a fifth (21.3%) by their employer. 13% of full-time undergraduates contribute to their own fees and employers pay at least part of the fees of two-fifths of the other students (Figure 13.1).

Overall, two fifths of students in the sample receive a grant. This applies to 71.3% of full-time undergraduates and 5.8% of other students. Not surprisingly parents or partners contribute to the income of 45% of full-time undergraduates and nearly 60% of other students receive a salary (Figure 13.2).

A study, *Funding Higher Education*, undertaken of full-time undergraduates at UCE in November and early December 1994, showed that 31% of a sample of 1139 students received income from their parents or partner and 26.5% had a Student Loan (Mason and Harvey, 1995). Full-time undergraduate respondents to the Student Satisfaction survey, most of whom replied in April and May, show a larger proportion receiving income from these two sources. This is likely to be the result of deterioration in students' financial situation as the academic year progresses.

Most students spend money on books, and on average respondents spent almost £80 since September 1994. More than twice as much is spent on average on computer equipment. The average expenditure per student on photocopying is almost £20 (Figure 13.3).

Perhaps surprisingly, accommodation, although a significant source of financial difficulty for some students is less of a problem than the cost of living, travel and socialising (Figure 13.4).

Figure 13.1: Who pays your course fees?

Who	UGFT (n = 1115)	Others (n = 1076)	Total % (n = 2191)
Self/relatives	13.2	36.5	24.6
LEA	83.9	13.4	49.3
Employer	4.0	39.2	21.3
Other	3.5	12.3	7.8

Note: Percentages do not add up to 100 as students could indicate as many as appropriate

Figure 13.2: What sources of income do you receive?

Source	UGFT (n = 1115)	Others (n = 1076)	FHE Report	Total % (n = 2191)
Local authority grant	71.3	5.8	77.1	39.1
Sponsorship/employer contrib	2.2	10.8	-	6.4
Salary	7.3	57.9	15.4	32.1
Hardship fund	1.4	0.4	0.1	0.9
Overdraft	34.8	8.3	-	21.8
State benefits	1.4	9.8	-	5.5
Parent/partner/spouse	45.1	14.4	31.2	30.0
Student loan	36.5	2.9	26.5	20.0
Access fund	2.7	0.7	0.5	1.7
Bank/Building Society loan	2.8	2.2	6.8	2.5
Part-time earnings	32.6	11.9	-	22.5
Other	3.8	6.3	-	5.0

Note: Percentages do not add up to 100 as students could indicate as many as appropriate

Figure 13.3: Since September 1994 (this academic year) how much have you spent on the following course related items?

Item	mean £	(n)
Books	79.09	(1932)
Computer equipment	195.06	(1260)
Photocopying	19.56	(1757)
Art materials/equipment	66.02	(1271)
Other	80.45	(761)

Half the full-time (51.1%) undergraduates indicated that they were overdrawn, which is slightly higher than the respondents to the earlier *Funding Higher Education* study (47.3%). A third of other students (32.2%) also indicated that they were overdrawn, but not to the same degree as full-time undergraduates (Figure 13.5).

Approaching half the full-time undergraduates (43.5%) reported that their financial situation had a deleterious impact on their academic work compared to (7.6%) who thought it had a positive impact. This corresponds quite closely to the earlier *Funding Higher Education* study, although in the earlier study far fewer people indicated that finance had no impact either way. More non-full-time undergraduates thought that their financial situation had a negative impact than thought it had a positive one, although two thirds indicated that it had no impact either way (Figure 13.6).

Figure 13.4: To what extent have the following costs or expenses caused you difficulty?

Item	mean	(n)
Accommodation	3.49	(1240)
Travelling	4.12	(1692)
Cost of living	4.50	(1522)
Socialising	3.98	(1447)

Figure 13.5: How would you describe your overall financial position?

Position	UGFT (n = 1085)	Others (n = 970)	FHE Report	Total % (n = 2055)
Easily in credit	15.5	37.2	17.4	25.7
Slightly in credit	33.5	30.5	35.3	32.1
Slightly overdrawn	23.6	20.8	24.2	22.3
Very overdrawn	27.5	11.4	23.1	19.9

Figure 13.6: How would you describe the impact your financial status has on your academic work?

Impact	UGFT (n = 1100)	Others (n = 978)	FHE Report	Total % (n = 2078)
A very bad impact on performance	9.4	4.6	15.1	7.1
A fairly bad impact on performance	34.1	15.7	36.8	25.5
No impact either way on performance	49.0	67.0	27.9	57.5
A fairly good impact on performance	5.2	7.6	10.9	6.3
A very good impact on performance	2.4	5.1	9.3	3.7

- Student Union shops are seen as satisfactory by students in all faculties except the Conservatoire (Figure 13.7).

- Students in the Conservatoire and in BIAD are dissatisfied with the costs of art materials and equipment. This is a particular problem for taught, full-time postgraduates (Figure 13.8), older students and Asian students (Figure 13.9).

- Students in the Conservatoire are dissatisfied with the cost of field trips and visits, as, to a lesser extent, are students in Computing and Information Studies. This is a concern for postgraduate researchers and post-first year, full-time undergraduates (Figure 13.8). Again older students and Asian students are dissatisfied with these costs (Figure 13.9).

- The UCE Book Shop is a source of dissatisfaction for BIAD and Conservatoire students (Figure 13.7). This is a particular problem for postgraduate researchers and final-year, full-time undergraduates.

- There is almost universal dissatisfaction with the cost of University car parks and the cost of photocopying. Only Education students (who do not have to pay at Westbourne Road) are satisfied with the cost of car parking.

- Library fines were a source of some dissatisfaction to full-time students but this was not an issue of major importance or significant dissatisfaction (Figure 13.8), except to Asian students (Figure 13.9).

- The cost of the nurseries is mainly satisfactory but not particularly important across the university. Younger students and male students are marginally dissatisfied (Figure 13.9).

Figure 13.7: Student perception of costs and expenses by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Student Union shops	A	a	A	A	D	A	a	a	A
Art materials/equipment	D	d	a	A	D	a	a	a	A
Fieldtrips/visits	A	A	a	d	D	A	a	a	A
UCE Bookshops	D	A	A	A	D	A	A	A	A
University car parks	D	D	D	D	D	A	D	D	D
Photocopying	D	D	D	D	D	D	D	D	D
Library fines	a	a	d	a	d	a	d	d	d
UCE nurseries	d	b	b	a	a	a	a	d	a

Figure 13.8: Student perception of costs and expenses by mode/level/year

Item	*UGFT1*	*UGFT2*	*UGFT3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Student Union shops	A	A	A	a	a	A	a	A	A
Art materials/equipment	A	A	d	a	a	D	a	d	A
Fieldtrips/visits	A	D	d	a	a	A	A	D	A
UCE Bookshops	A	A	D	A	A	d	a	D	a
University car parks	D	D	D	D	D	D	D	D	D
Photocopying	D	D	D	D	d	D	d	A	D
Library fines	d	d	d	d	d	a	a	A	a
UCE nurseries	a	a	c	d	d	a	d	A	d

Figure 13.9: Student perception of costs and expenses by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Student Union shops	a	A	a	A	A	A	A
Art materials/equipment	a	A	a	D	D	a	A
Fieldtrips/visits	d	A	a	D	d	a	A
UCE Bookshops	A	A	A	A	A	A	A
University car parks	D	D	D	D	D	D	D
Photocopying	D	D	D	D	D	D	D
Library fines	d	d	a	d	D	d	a
UCE nurseries	d	a	d	a	a	a	a

CHAPTER 14
SELF DEVELOPMENT

Students across the University are satisfied with their opportunities for self-development. Respondents were asked to comment on eleven areas ranging from *the development of a broader understanding* of the subject to the *development of a personal style*. Every aspect is rated satisfactory and very important for all subgroups, by faculty, mode, level and year, and by gender, age and ethnicity (Figures 14.1, 14.2, 14.3).

The only area that is not very important and satisfactory is the *opportunity to read outside their discipline* which has a lower importance rating.

Students were also asked to identify (on a scale from 1 to 7) the extent to which they have the opportunity to develop their knowledge and skills at UCE. The average scores all exceed 4 (the mid point) and show that students consider that they have the opportunity to develop the full range of knowledge and skills to a considerable degree. The most 'developed skill' is *specialist knowledge* followed by *communication skills*, *critical* and *analytic ability*. *Team work* and *flexibility* are the least developed skills and abilities according to students (Figure 14.4).

A recent study of employers published by the Centre for Research into Quality called *Employer Satisfaction* (Harvey, 1994) asked employers, among other things, to rate the importance of a range of skills required of graduates. They rate *willingness to learn* as the most important skill and *specialist knowledge* as the least important (Figure 14.5). There is some disparity in rank ordering of employer views and the perceived opportunities for development of UCE students.

Figure 14.1: To what extent do you feel you are developing the following skills at UCE?

Skills	Mean	(n)
Specialist subject knowledge	5.51	2038
Communication skills	5.20	2019
Critical ability	5.14	2014
Analytic ability	5.13	2007
Willingness to learn	5.04	2049
Problem-solving ability	5.02	2014
Flexibility	4.99	1989
Team work	4.65	1983

(Rating 1-7: 1 = None at all, 7 = A great deal)

Figure 14.2: Extent students are developing the following skills at UCE compared with importance ranking by employers

Opportunities to develop	Employers ranking
Specialist subject knowledge	Willingness to learn
Communication skills	Team work
Critical ability	Communication skills
Analytic ability	Problem-solving ability
Willingness to learn	Analytic ability
Problem-solving ability	Flexibility
Flexibility	Critical ability
Team work	Specialist factual knowledge

Figure 14.3: Student perception of opportunities for development by faculty

Item	*BIAD*	*BE*	*BUS*	*CIS*	*CON*	*Educ*	*ECT*	*HSS*	*UCE*
Dev broader understanding of subject	A	A	A	A	A	A	A	A	A
Develop learning skills	A	A	A	A	A	A	A	A	A
Discuss ideas with others	A	A	A	A	A	A	A	A	A
Explore other viewpoints	A	A	A	A	A	A	A	A	A
Increase self-confidence	A	A	A	A	A	A	A	A	A
Enhance self-awareness	A	A	A	A	A	A	A	A	A
Develop your practical skills	A	A	A	A	A	A	A	A	A
Develop your creative skills	A	A	a	A	A	A	A	A	A
Read outside your discipline area	A	a	a	A	a	a	a	a	a
Tackle new challenges	A	A	A	A	A	A	A	A	A
Develop your personal style	A	A	A	A	A	A	A	A	A

Figure 14.4: Student perception of opportunities for development by mode/level/year

Item	*UGFT1*	*UGFT2*	*UG3T3+*	*UGPT1/2*	*UGPT3+*	*PGTFT*	*PGTPT*	*PGR*	*Oth*
Dev broader understanding of subject	A	A	A	A	A	A	A	A	A
Develop learning skills	A	A	A	A	A	A	A	A	A
Discuss ideas with others	A	A	A	A	A	A	A	A	A
Explore other viewpoints	A	A	A	A	A	A	A	A	A
Increase self-confidence	A	A	A	A	A	A	A	A	A
Enhance self-awareness	A	A	A	a	A	A	A	A	A
Develop your practical skills	A	A	A	A	A	A	A	A	A
Develop your creative skills	A	A	A	a	A	A	a	A	A
Read outside your discipline area	a	A	a	a	a	a	a	a	A
Tackle new challenges	A	A	A	A	a	A	A	A	A
Develop your personal style	A	A	A	A	A	A	A	A	A

Figure 14.5: Student perception of opportunities for development by gender/age/ethnicity

Item	*men*	*women*	*25+*	*<25*	*Asian*	*Black*	*White*
Dev broader understanding of subject	A	A	A	A	A	A	A
Develop learning skills	A	A	A	A	A	A	A
Discuss ideas with others	A	A	A	A	A	A	A
Explore other viewpoints	A	A	A	A	A	A	A
Increase self-confidence	A	A	A	A	A	A	A
Enhance self-awareness	A	A	A	A	A	A	A
Develop your practical skills	A	A	A	A	A	A	A
Develop your creative skills	A	A	A	A	A	A	A
Read outside your discipline area	a	a	a	a	A	A	a
Tackle new challenges	A	A	A	A	A	A	A
Develop your personal style	A	A	A	A	A	A	A

Changes over time

The ratings of most items relating to students' self-development had slowly declined from 1992 to 1994. This year sees a reversal of that trend on all aspects except the *opportunity to read outside the discipline* area (Figures 14.6 and 14.7)

Students in Engineering have been consistently least satisfied with the opportunities to *discuss ideas with others* (Figure 14.8) and *explore other viewpoints* (Figure 14.9). Education students have been the most satisfied on these two items over the last five years. The trend for Conservatoire students shows a sharp drop on these items in 1993 but a steady recovery up to 1995.

There are marked differences in satisfaction ratings on the development of *creative skills*. Conservatoire and BIAD students have much higher ratings over the years than Health and Social Science and Business students. However, ratings on this item show an upturn in satisfaction from 1994 for all students with the exception of those in BIAD (Figure 14.10).

Until 1995, there seemed to be clear levels to which students in different faculties thought they could develop their *personal style*. Creative arts students were most satisfied, followed by social sciences (taken broadly) and then technology. While creative artists are still most satisfied with this item, the perception of social scientists and technologists have converged this year (Figure 14.11).

Figure 14.6: Self development set 1

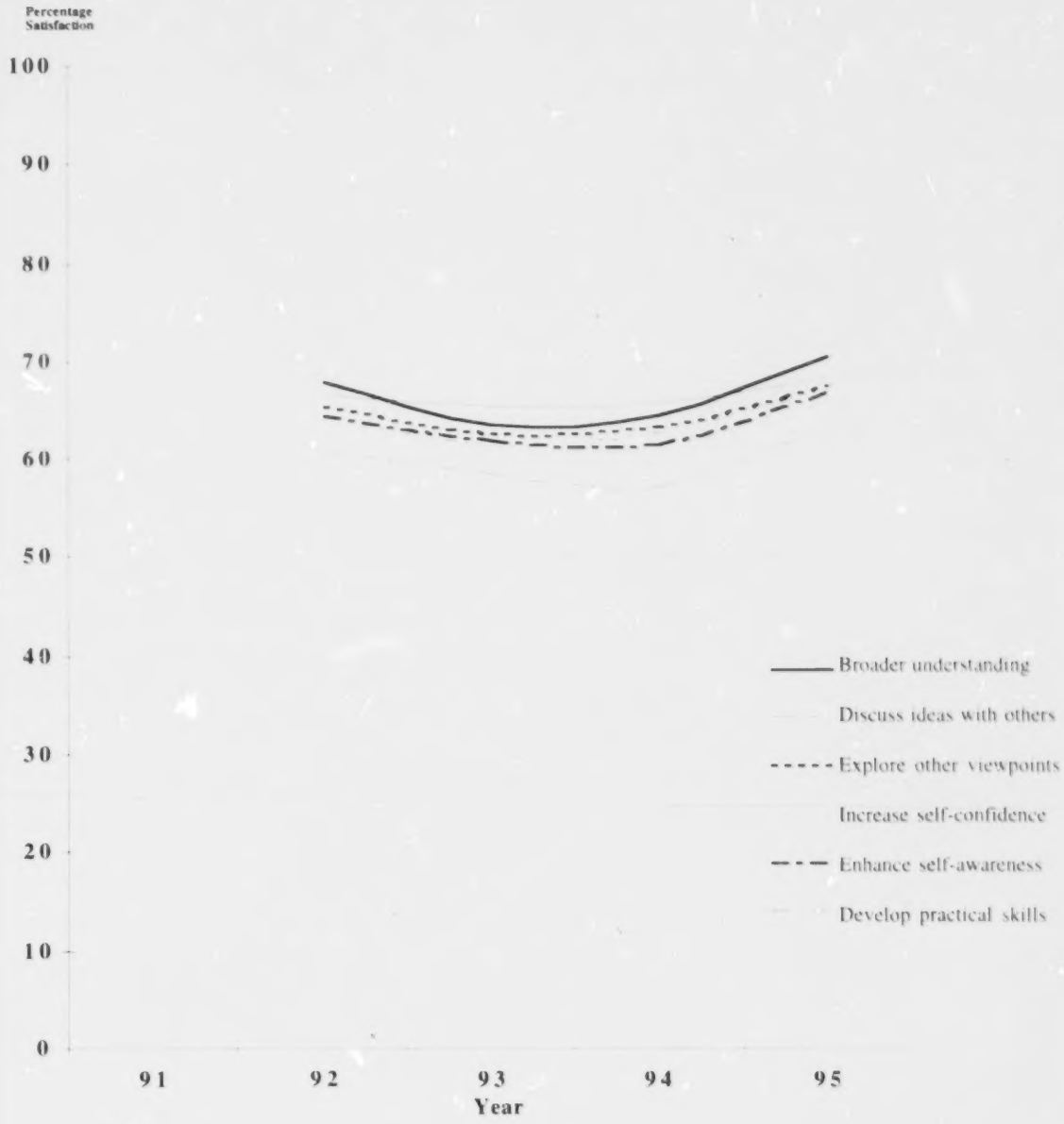


Figure 14.7: Self development set 2

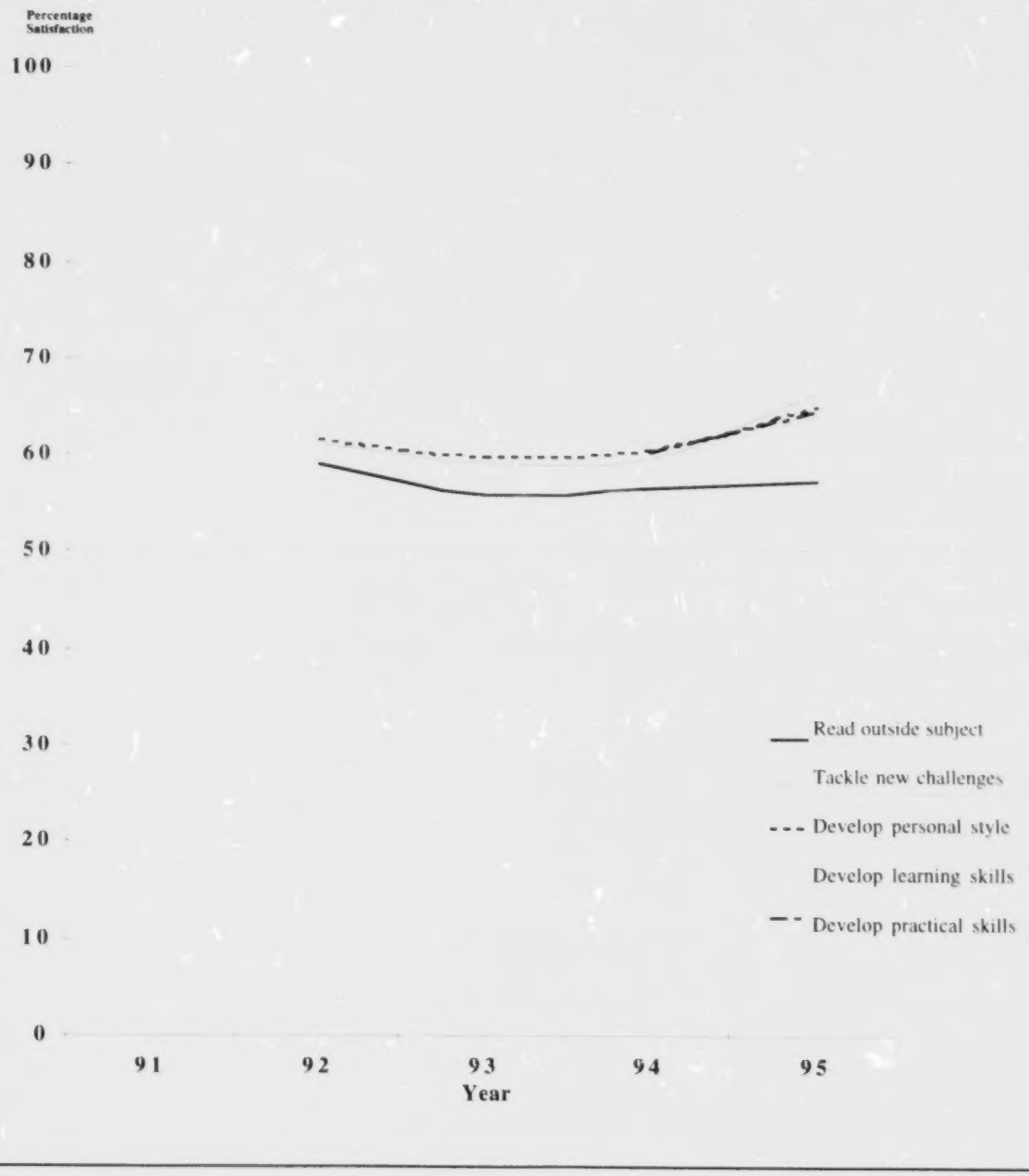


Figure 14.8: Discuss ideas with others

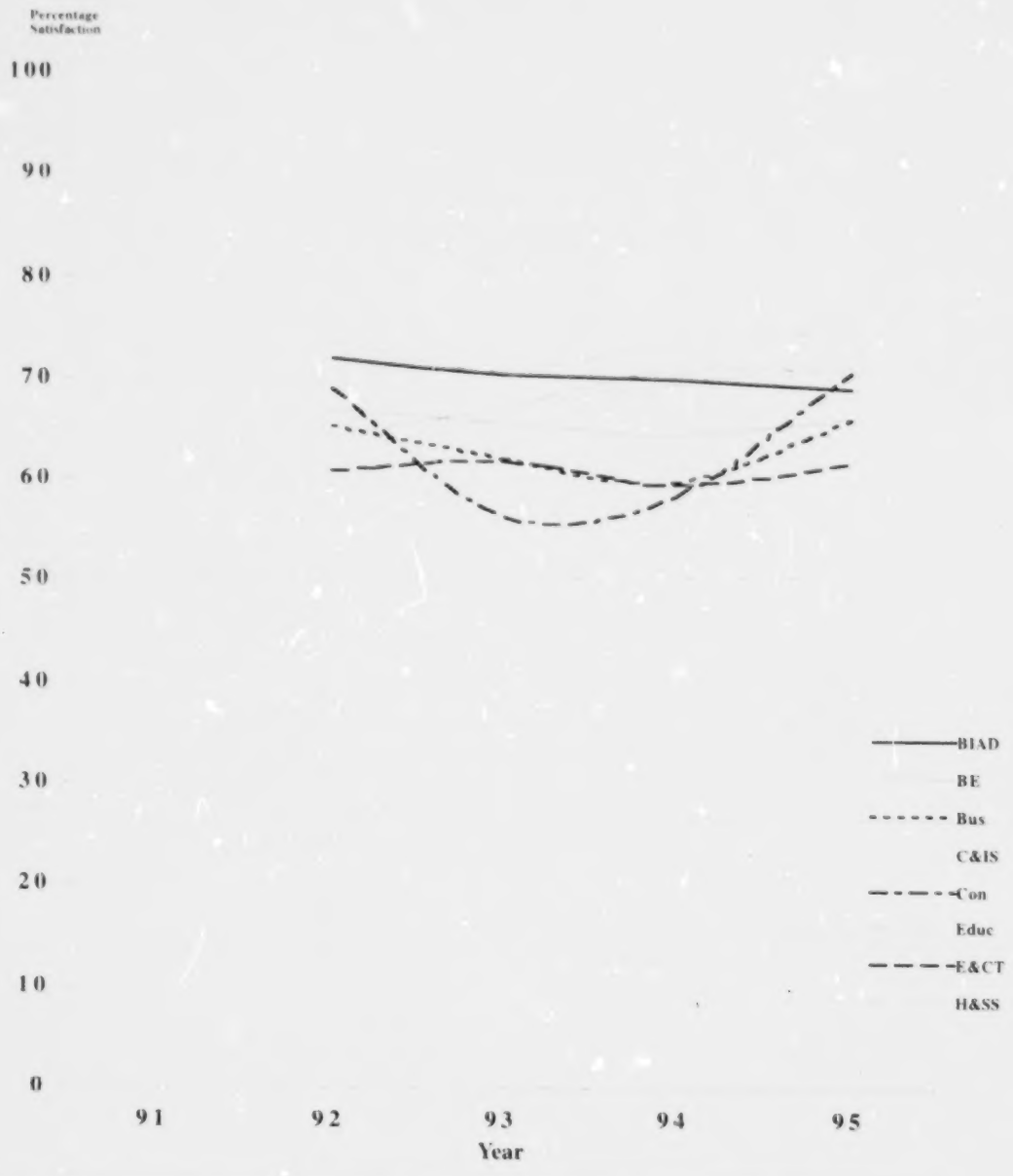


Figure 14.9: Explore other viewpoints

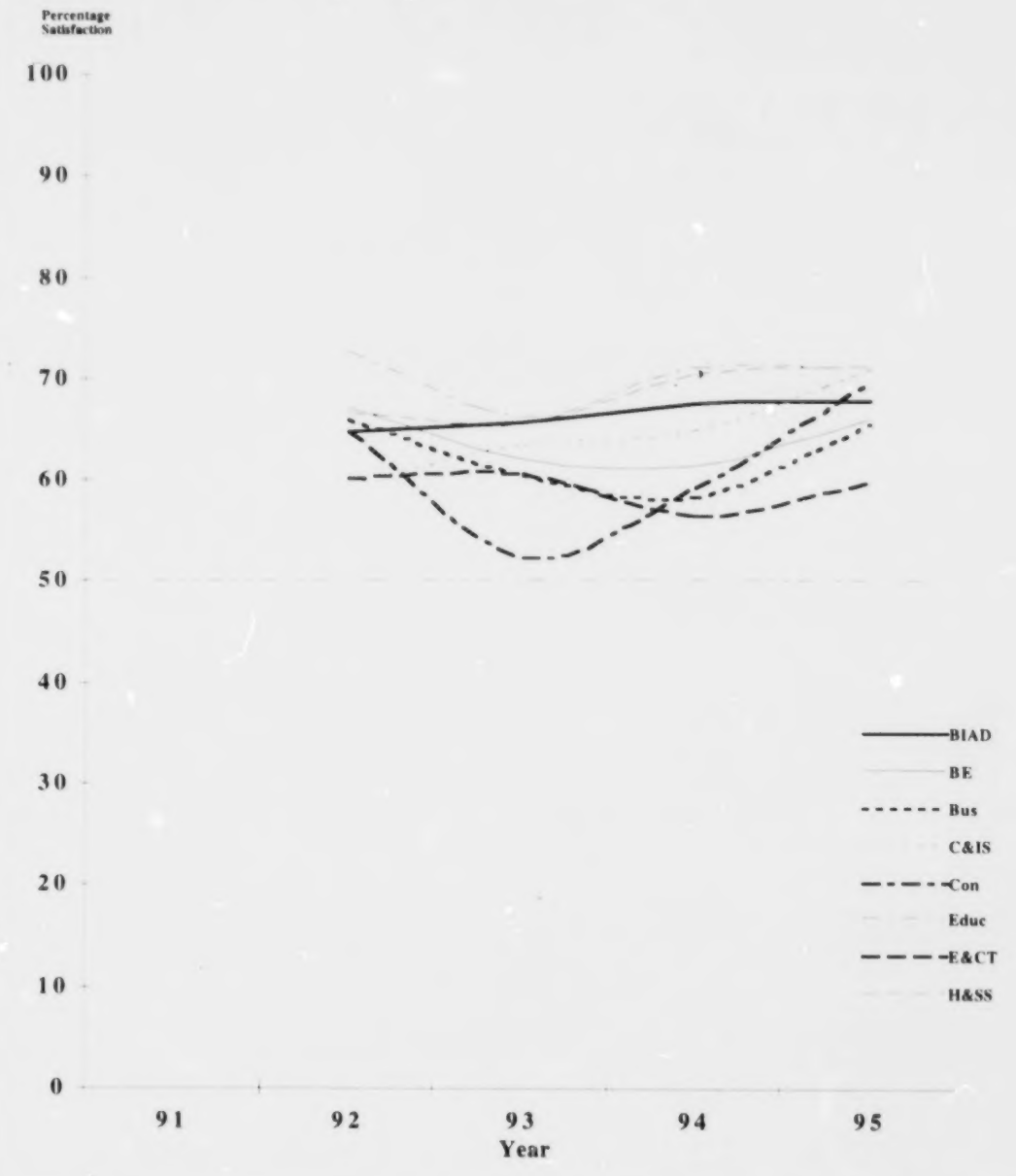


Figure 14.10: Develop creative skills

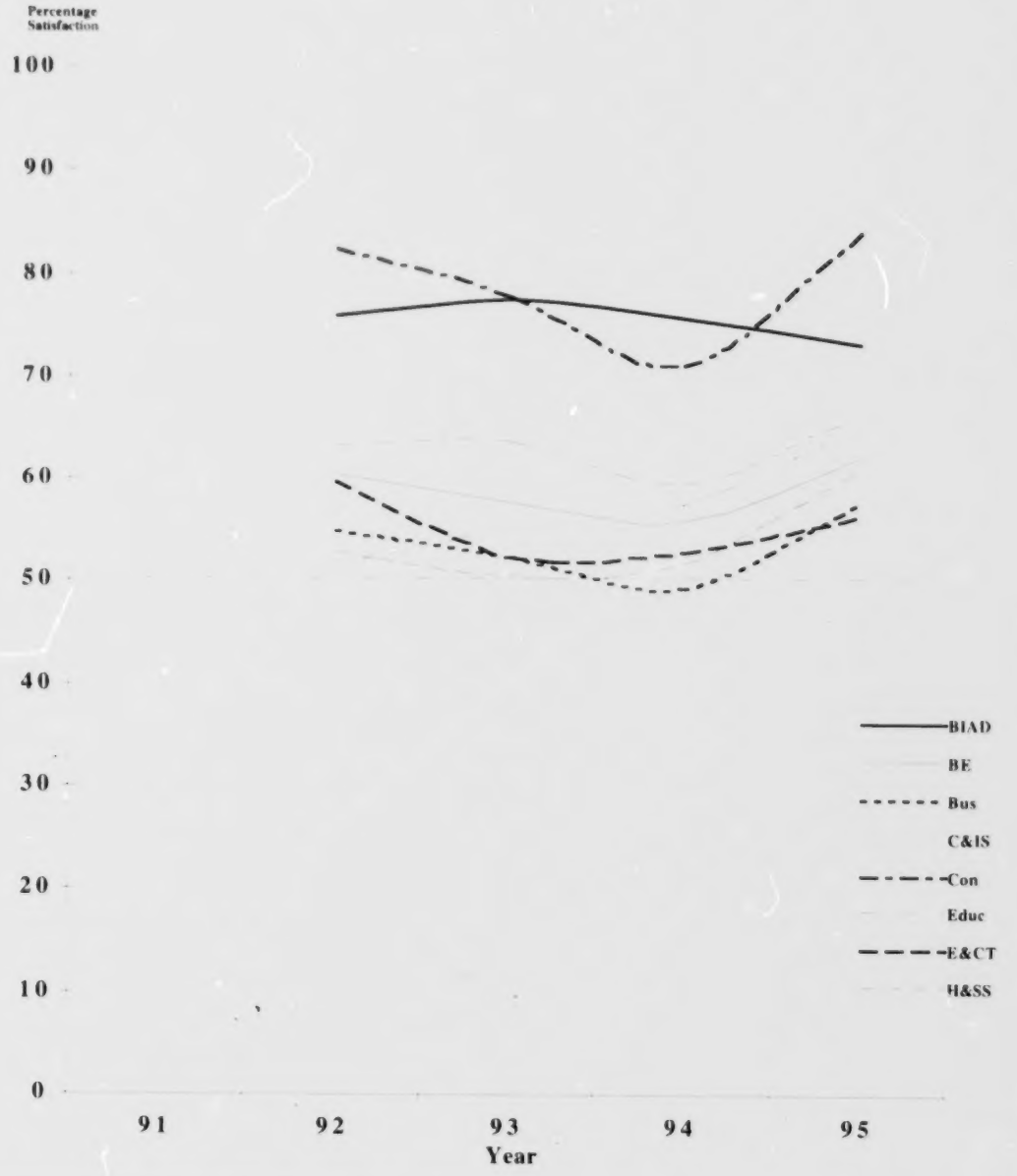
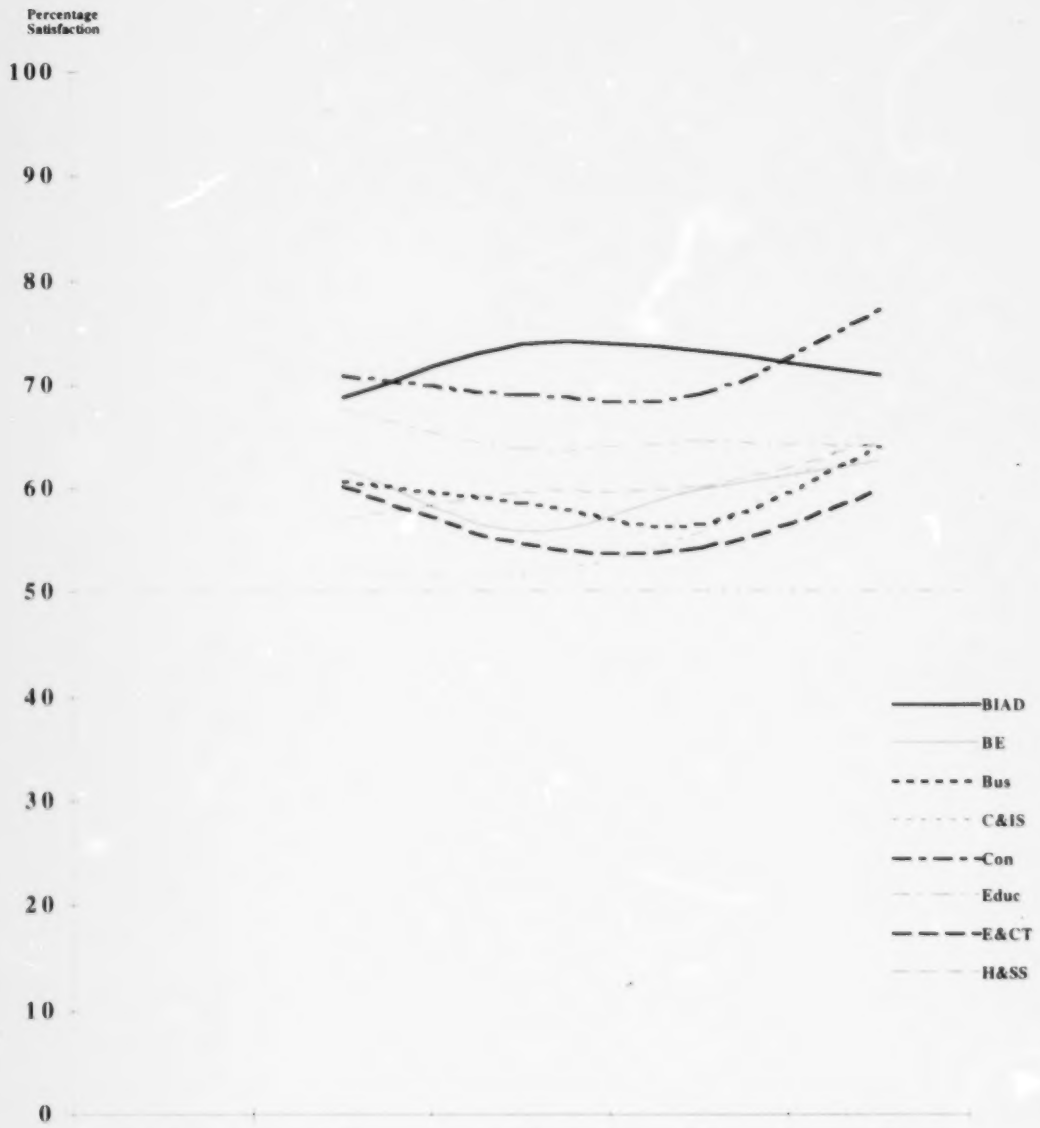


Figure 14.11: Develop personal style



UCE

University
of
Central England
in
Birmingham

Centre for Research into Quality

1995

Student Satisfaction Survey

Please note:

Many of the questions ask you to cross the box appropriate to your answer. As this questionnaire will be read by a data input scanner it would help us if you would place a cross ✗, rather than a tick, in the boxes.

Some questions will ask you to cross *just one* box, whilst others ask you to cross *as many* as appropriate. If you feel an issue does not apply to you, please cross the NA box.

ALL RESPONSES ARE CONFIDENTIAL

Please return your completed questionnaire as soon as possible

Thank you for your co-operation.

COURSE DETAILS

Course title: ☐

Year of course: 1st ☐ 2nd ☐ 3rd ☐ 4th ☐
(please cross ✘ one box)

Type of course: Sandwich ☐ Full-time ☐ Part-time ☐ Other ☐ Please specify ☐
(please cross ✘ one box)

At which UCE campus is your course based?
(please cross ✘ one box)

Perry Barr	☐	Gosta Green	☐	Bournville	☐
Westbourne Road	☐	Vittoria Street	☐	International House	☐
Conservatoire	☐	Custard Factory	☐	Other	☐

Please specify ☐

On how many days do you come to UCE in an average week?
(please cross ✘ one box)
0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

THE TEACHING STAFF

Please rate the extent to which you are satisfied with the following aspects of the teaching staff on your course, and then rate how important they are to your experience as a student.

	SATISFACTION (Very dissatisfied 1 2 3 4 5 6 7 Very satisfied)	IMPORTANCE (Not at all important 1 2 3 4 5 6 7 Very important)	NA
Availability of teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Amount of time you spend talking to teaching staff about your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The approachability of teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The extent to which teaching staff are sympathetic and supportive to the needs of students	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The extent to which teaching staff treat students as mature individuals	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The extent to which teaching staff encourage students to learn effectively	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The punctuality of teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The reliability of teaching staff i.e. don't cancel classes	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The academic/professional understanding of the subject matter by teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The enthusiasm of teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Any other comments about your teaching staff?

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HOW YOUR COURSE IS ORGANISED AND ASSESSED

'Course' includes the programme or set of modules that you are studying this year

Please rate the extent to which you are satisfied with the following aspects of your course, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied 1 2 3 4 5 6 7 Very satisfied	IMPORTANCE Not at all important 1 2 3 4 5 6 7 Very important	
Communication of information			
Knowing what you can expect from your course and your tutors	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Knowing what is expected of you as a student	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Accessibility of information about your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Prior notification of changes to course arrangements	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Ease of being contacted, receiving messages or information	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The complaints/grievances procedures	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Usefulness of personal tutorials (pastoral/counselling)	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Effectiveness of the course rep system	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Course organisation			
The way your timetable is spread over the day/week	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Range of topics covered in your syllabus	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Balance between theoretical and practical work	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Flexibility in option/elective choice	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Logical progression of work through your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Amount of study periods	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Waiting time between classes	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Usefulness of the Learning Resource Centre	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Opening hours of the Learning Resource Centre	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Workload and assessment			
The balance between coursework and examinations	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Flexibility of dates for handing in assignments	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Usefulness of tutors'/lecturers' formal feedback	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Usefulness of tutors'/lecturers' informal feedback	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Promptness of feedback on assignments	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Appeals procedures for assessment marks	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Any other comments about your course?

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TEACHING AND LEARNING METHODS

Please rate the extent to which you are satisfied with the following aspects of teaching and learning methods, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied 1 2 3 4 5 6 7 Very satisfied	IMPORTANCE Not at all important 1 2 3 4 5 6 7 Very important	
Taught group sessions (lectures/seminars/crits)			
Amount of taught group sessions on your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The length of taught group sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The pace of teaching in sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The clarity of teaching in sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The content of taught group sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The use of OHPs by teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The usefulness of handouts	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The availability of handouts	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The amount of notetaking required	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The amount of passive listening to teaching staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The opportunity to work in groups	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Opportunities for discussion within sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Size of taught groups	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Practical sessions (labs/studios/workshops)			
The amount of practical sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The usefulness of practical sessions	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Helpfulness of technical and support staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Level of expertise of technical and support staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Tutorials/individual teaching (tutor with 1 or 2 students)			
The amount of tutorials	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The usefulness of tutorials	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Individual work			
Amount of additional reading required on your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Amount of project work you do on your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The usefulness of doing project work	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Placements and visits			
The suitability of placements	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Assessment of placements	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Amount of visits/trips on your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
The usefulness of visits/trips on your course	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Any other comments about teaching and learning methods?

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INFORMATION SERVICES — LIBRARY SERVICES

Which UCE library do you *mainly* use? *(please cross ✗ one box)*

Perry Barr	☐	Conservatoire	☐	International House	☐
Westbourne Rd Upper	☐	Gosta Green	☐	Vittoria Street	☐
Westbourne Rd Lower	☐	Bournville	☐	Other	☐
None	☐			Please specify	

If none, please go to ➜ 'What other libraries do you use?' on page 6

On average, how often do you use this library? *(please cross ✗ one box)*

Daily ☐ Weekly ☐ Monthly ☐ Rarely ☐

Please rate how satisfied you are with the following aspects of the library you mainly use, and then rate how important they are to your experience as a student.

	SATISFACTION (Very dissatisfied 1 2 3 4 5 6 7 Very satisfied)	IMPORTANCE (Not at all important 1 2 3 4 5 6 7 Very important)	
Range of books	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
'Up-to-dateness' of books	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of recommended reading material	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Multiple copies of core books	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Range of journals/periodicals	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Waiting time at the issue desk	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Waiting time for assistance at information desks	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Helpfulness of library staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Information about library services	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Telephone renewal/reservations	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Inter-library loans	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Inter-site loans	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Library fines	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Opening hours	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Photocopying facilities	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Library environment			
Adequacy of workspace	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Noise levels	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of study places	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of group study rooms	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
On-line catalogue			
Accessibility/availability of the on-line catalogue	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Facility for self-renewal/reservation	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Facility for self-issue	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
User-friendliness of the on-line catalogue	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
CD ROMs			
Accessibility/availability of CD ROMs	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
User-friendliness of CD ROMs	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Usefulness of CD ROMs	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Relevance to your subject area	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

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Which other libraries do you use?

(please cross ✘ as many boxes as appropriate)

Other UCE libraries	☐	Central Library	☐	Workplace	☐
Other universities	☐	Local libraries	☐	Other	☐
None	☐			Please specify	

Any other comments about UCE library services?

INFORMATION SERVICES — WORD PROCESSING

How often do you use the central word-processing facilities located in Perry Barr Library (Room K209)? *(please cross ✘ one box)*

Daily ☐ Weekly ☐ Monthly ☐ Rarely ☐ Never ☐

If never, please go to ➜ 'Computing Facilities' on page 7

Please rate how satisfied you are with the following aspects of the central word-processing facilities, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied … Very satisfied 1 2 3 4 5 6 7	IMPORTANCE Not at all important … Very important 1 2 3 4 5 6 7	NA
Availability of computers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Maintenance of computers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of printers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Quality of printing	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Maintenance of printers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Helpfulness of support staff/technicians	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Any other comments about the Perry Barr Library word-processing facilities?

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COMPUTING FACILITIES

How often do you use computer facilities *at UCE*? *(please cross ✘ one box)*

Daily ☐ Weekly ☐ Monthly ☐ Rarely ☐ Never ☐

If never, please go to ➜ 'Which other computing facilities do you use?' at the bottom of this page

Which *one* of the UCE computing facilities (apart from Perry Barr library K209) do you *mainly* use? *(please cross ✘ one box)*

Atwood	☐	Baker 7th floor	☐	Feeney	☐	Gosta Green	☐
Baker 2nd floor	☐	Cox	☐	Galton	☐	Bournville	☐
Baker 3rd floor	☐	Dawson 3rd floor	☐	Conservatoire	☐	Vittoria Street	☐
Baker 4th floor	☐	Dawson 4th floor	☐	Westbourne Road	☐	International House	☐
Baker 6th floor	☐	Edge	☐				

Which types of computer operating systems do you use?

(please cross ✘ as many boxes as appropriate)

MS DOS ☐ Windows ☐ AppleMac ☐ Don't know ☐

What sorts of packages do you use? *(please cross ✘ as many boxes as appropriate)*

Word processing	☐	Statistics	☐	DTP	☐	Databases	☐	
Spreadsheets	☐	Graphics	☐	CAD	☐	Other	☐	Please specify

Please rate how satisfied you are with the following aspects of the computing facilities at UCE you mainly use, and then rate how important they are to your experience as a student.

	SATISFACTION (Very dissatisfied 1 2 3 4 5 6 7 Very satisfied)	IMPORTANCE (Not at all important 1 2 3 4 5 6 7 Very important)	
	1 2 3 4 5 6 7	1 2 3 4 5 6 7	NA
Opening hours of computer rooms	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability/ease of accessing a computer	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Ease of using computers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Training in the use of computers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Information about computing facilities	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Helpfulness of support staff/technicians	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Maintenance level of computers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of printers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Quality of printing	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Maintenance of printers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Suitability of software	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Which other computing facilities do you use? *(please cross ✘ as many boxes as appropriate)*

Atwood	☐	Cox	☐	Conservatoire	☐	Home	☐
Baker 2nd floor	☐	Dawson 3rd floor	☐	Westbourne Road	☐	Workplace	☐
Baker 3rd floor	☐	Dawson 4th floor	☐	Gosta Green	☐	None	☐
Baker 4th floor	☐	Edge	☐	Bournville	☐	Other	☐
Baker 6th floor	☐	Feeney	☐	Vittoria Street	☐	Please specify	
Baker 7th floor	☐	Galton	☐	International House	☐		

Any other comments about computing facilities at UCE?

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REFECTORIES

Which *one* UCE refectory, if any, do you *mainly* use?

(please cross ✘ one box)

The Quad (Baker)	☐	Health Food Restaurant (Edge)	☐	Bournville	☐
Baker 3rd floor	☐	Conservatoire	☐	Vittoria Street	☐
Cenfac (Scholars Diner)	☐	Gosta Green	☐	Other	☐
Dawson, 3rd floor	☐	Westbourne Rd	☐	Please specify	
None	☐				

If none, please go to ➜ 'Vending machines' at the bottom of this page

On average, how often do you use this refectory? *(please cross ✘ one box)*

Daily ☐ Weekly ☐ Monthly ☐ Rarely ☐

Please rate how satisfied you are with the following aspects of the refectory you mainly use, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied … Very satisfied 1 2 3 4 5 6 7	IMPORTANCE Not at all important … Very important 1 2 3 4 5 6 7	NA
Range of food	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Quality of food	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Helpfulness of staff	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Opening hours	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Speed of service	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Cost of drinks	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Value for money of drinks	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Cost of food	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Value for money of food	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Cleanliness	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Comfort	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of seats	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Vending machines			
Availability of vending machines	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Price of items	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Range of items	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Reliability of vending machines	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Which other refectories and eating places do you use?

(please cross ✘ as many boxes as appropriate)

The Quad, Perry Barr	☐	Health Food Restaurant (Edge)	☐	Bournville	☐
Baker 3rd floor	☐	Conservatoire	☐	Vittoria Street	☐
Cenfac (Scholars Diner)	☐	Gosta Green	☐	Bring own food	☐
Dawson, 3rd floor	☐	Westbourne Rd	☐	Local cafes	☐
Local pubs	☐	Student Union Bar	☐	Other	☐
None	☐	Sandwich bars/takeaways	☐	Please state	

Any other comments about UCE refectories?

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ACCOMMODATION

Which UCE accommodation, if any, do you *presently* live in during term time?
(please cross ✘ one box)

UCE Halls of Residence:	The Coppice/Perry Barr flats	☐
	Westbourne Road	☐
	Cambrian Halls	☐
Accommodation rented through the Private Property Unit's Head Tenancy Scheme		☐
None		☐

If none, please go to ➜ 'Student Services' on page 10

Please rate how satisfied you are with the following aspects of your UCE accommodation, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied … Very satisfied 1 2 3 4 5 6 7	IMPORTANCE Not at all important … Very important 1 2 3 4 5 6 7	NA
Location/convenience	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Size of your room	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Overall comfort of your bedroom	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Range of facilities in your accommodation	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Cleanliness	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Noise levels	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Security	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Cost	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Value for money	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Accuracy of the information provided about accommodation	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Availability of UCE accommodation	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
For halls of residence			
Helpfulness of hall managers	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
For Private Property Unit			
'Up-to dateness' of address lists	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Helpfulness of staff in the unit	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Any other comments about your UCE accommodation?

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STUDENT SERVICES

Which of the following student services provided at UCE have you used?
(please cross ✘ as many boxes as appropriate)

Careers	☐	Chaplaincy	☐	Counselling	☐	Financial Services	☐
Child Care	☐	Disability Services	☐	Health Care	☐	Other	☐

Please specify

Please rate how satisfied you are with the following aspects of UCE Student Services, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied 1 2 3 4 5 6 7 Very satisfied	IMPORTANCE Not at all important 1 2 3 4 5 6 7 Very important	
Careers			
Usefulness of advice	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Location of services	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Comprehensiveness of careers information (including *UCEful*)	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Chaplaincy			
Represents a range of religions	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Approachability	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Counselling			
Accessibility	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Usefulness	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Supportiveness	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Child Care			
Range of ages catered for	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Opening hours of nurseries	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Disability Services			
Range of services	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Contactability of disability services staff	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Healthcare			
Opening times	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Supportiveness of staff	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Usefulness of treatment	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Financial Services			
Availibility of financial advice	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Usefulness of financial advice	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐

Any other comments about Student Services at UCE?

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THE UNIVERSITY ENVIRONMENT

Please rate how satisfied you are with the following aspects of the University environment, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied 1 2 3 4 5 6 7 Very satisfied	IMPORTANCE Not at all important 1 2 3 4 5 6 7 Very important	
Environment and general campus facilities			
General appearance of your campus	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
'User friendliness' of the campus for people with disabilities	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Security staff on your campus	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Safety features and procedures	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Toilet facilities	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Lifts/paternosters	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Availability of lockers	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Efforts to reduce the disruption caused by building work	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Rooms			
Level of heating	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Ventilation	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Lighting	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Suitability of rooms used on your course	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Size of rooms	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Room allocation	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Provision of laboratories/workshops	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Accessibility to laboratories/workshops	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Laboratory/workshop equipment	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Availability of student common rooms	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Car parks			
Number of spaces provided for students	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Lighting	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Provision of secure cycle racks	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐

Any other comments about the your campus and the University environment?

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SOCIAL LIFE

To what extent does your social life centre around UCE?
(please cross ✗ one box)

- A great deal ☐
- Quite a lot ☐
- Not very much ☐
- Not at all ☐

How often do you use the following Student Union facilities?

	Daily	Weekly	Monthly	Rarely	Never
Bars	☐	☐	☐	☐	☐
Social clubs/societies	☐	☐	☐	☐	☐
Sports clubs	☐	☐	☐	☐	☐
Welfare/advice services	☐	☐	☐	☐	☐

Please rate how satisfied you are with the following aspects of social life at UCE, and then rate how important they are to your experience as a student.

	SATISFACTION Very dissatisfied … Very satisfied 1 2 3 4 5 6 7	IMPORTANCE Not at all important … Very important 1 2 3 4 5 6 7	NA
Opportunities to meet other people	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Student Union bars	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Opening hours of bars	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Local pubs	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Social or cultural clubs/societies	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Student Union sport clubs	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Availability of sports facilities	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Information about social activities	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Activities provided during Freshers' Week	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Information about Freshers' events	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Deuce (Student Union magazine)	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐
Student representation through the Student Union	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐	☐

Any other comments about social life and facilities at UCE?

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FINANCIAL CIRCUMSTANCES

The following questions relate to this academic year (from September 1994):

Who pays your course fees?

(please cross ✘ as many boxes as appropriate)

- Yourself/parents/relatives ☐
- LEA ☐
- Employer ☐
- Other ☐

Please specify ☐

Which sources of income do you receive? *(please cross ✘ as many boxes as appropriate)*

Local authority grant	☐	Parent/partner/spouse	☐
Sponsorship/employer contribution	☐	Student loan	☐
Salary	☐	Access fund	☐
Hardship fund	☐	Bank/Building Society Loan	☐
Overdraft	☐	Part-time earnings	☐
State benefits	☐	Other	☐

Please specify ☐

Since September 1994 (this academic year) how much have you spent on the following course-related items? *(please state to the nearest pound)*

Books	£ ☐
Computer equipment	£ ☐
Photocopying	£ ☐
Art materials/equipment	£ ☐
Other	£ ☐

Please specify ☐

Please rate how satisfied you are with the following aspects of your costs and expenses, and then rate how important they are to your experience as a student.

	SATISFACTION (Very dissatisfied 1 2 3 4 5 6 7 Very satisfied)	IMPORTANCE (Not at all important 1 2 3 4 5 6 7 Very important)	
			NA
Student Union shops	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Art materials/equipment	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Fieldtrips/visits	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
UCE Bookshops	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
University car parks	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Photocopying	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Library fines	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
UCE nurseries	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

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To what extent have the following costs or expenses caused you difficulty?

	None at all 1	2	3	4	5	6	A great deal 7	NA
Accommodation	☐	☐	☐	☐	☐	☐	☐	☐
Travelling	☐	☐	☐	☐	☐	☐	☐	☐
Cost of living	☐	☐	☐	☐	☐	☐	☐	☐
Socialising	☐	☐	☐	☐	☐	☐	☐	☐

How would you describe your overall financial position? *(please cross ✘ one box)*

- Easily in credit ☐
- Slightly in credit ☐
- Slightly overdrawn ☐
- Very overdrawn ☐

How would you describe the impact your financial status has on your academic work? *(please cross ✘ one box)*

- A very bad impact on performance ☐
- A fairly bad impact on performance ☐
- No impact either way on performance ☐
- A fairly good impact on performance ☐
- A very good impact on performance ☐

Any other comments about your financial circumstances?

SELF-DEVELOPMENT

To what extent do you feel you are developing the following skills at UCE?

	None at all 1	2	3	4	5	6	A great deal 7	NA
Willingness to learn	☐	☐	☐	☐	☐	☐	☐	☐
Team work	☐	☐	☐	☐	☐	☐	☐	☐
Communication skills	☐	☐	☐	☐	☐	☐	☐	☐
Problem-solving ability	☐	☐	☐	☐	☐	☐	☐	☐
Analytic ability	☐	☐	☐	☐	☐	☐	☐	☐
Flexibility	☐	☐	☐	☐	☐	☐	☐	☐
Critical ability	☐	☐	☐	☐	☐	☐	☐	☐
Specialist subject knowledge	☐	☐	☐	☐	☐	☐	☐	☐

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Please rate how satisfied or dissatisfied you are with opportunities provided by UCE to develop the following, and then rate how important they are.

	SATISFACTION Very dissatisfied 1 2 3 4 5 6 7 Very satisfied	IMPORTANCE Not at all important 1 2 3 4 5 6 7 Very important	
Develop a broader understanding of your subject	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Develop learning skills	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Discuss ideas with others	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Explore other viewpoints	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Increase self-confidence	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Enhance self-awareness	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Develop your practical skills	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Develop your creative skills	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Read outside your discipline area	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Tackle new challenges	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Develop your personal style	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Any other comments about your self-development at UCE?

YOUR EVALUATION

Please write in the boxes below an estimate of your overall satisfaction with the following aspects of your education.

A rating of 0% means you are totally dissatisfied and a rating of 100% means you are totally satisfied.

UCE as a whole	☐ %
Your Faculty	☐ %
Your Department or School	☐ %
Your course	☐ %
Potential career prospects	☐ %

Please say what you think will be the most important outcome(s) or benefit(s) of your time spent at UCE.

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Any other comments about your course or UCE?

Thank you for taking the time to complete this questionnaire.
What you have to say will help to improve UCE.

Please return your completed questionnaire as soon as possible to:

Student Satisfaction
Centre for Research into Quality
Perry Barr
BIRMINGHAM
B42 2SU

You can return this questionnaire by either:

using the pre-paid label and the envelope in which you received this questionnaire

or take it to your faculty or school office and ask to have it placed in the internal post system.

UCE

University
of
Central England
in
Birmingham

Centre for Research into Quality

Student Satisfaction

The 1995 Report on The Student Experience at UCE

Statistical Supplement

STUDENT SATISFACTION

September 1995

The 1995 Report on the Student Experience at UCE

Statistical Supplement

CRQ

The 1995 Report on The Student Experience at UCE—Statistical Supplement

by
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Vicki Geall
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Centre for Research into Quality
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British Library Cataloguing-in-Publication Data.
A catalogue record for this book is available from the British Library
ISBN 1 85920 005 *2*

Design and layout by Vicki Geall
Printed by Design and Print Unit, University of Central England, 0121-331 5384

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GLOSSARY

25+	Twenty-five years of age and older
<25	Under twenty-five years of age
Asian	Self-declared ethnic origin on registration, the following groups combined: Indian, Pakistani, Bangladeshi, Chinese, Asian Other
BE	Faculty of the Built Environment
BIAD	Birmingham Institute of Art and Design
Black	Self-declared ethnic origin on registration, the following groups combined: Black Caribbean, Black African, Black Other
Bourn	Bournville
BS	Business School
CD ROM	Compact disk, Read-Only Memory (databases and catalogues stored on compact disks and accessed in the libraries using a PC with a CD player)
CIS	Faculty of Computing and Information Studies
Cons	Birmingham Conservatoire
CWPF	Central Word Processing Facility in Perry Barr Library
ECT	Faculty of Engineering and Computer Technology
Educ	Faculty of Education
FT	Full-time
GFS	Group Feedback Strategy
GG	Gosta Green
HSS	Faculty of Health and Social Sciences
IMP	Mean importance rating
IntHs	International House
OLC	On-line catalogue (in the libraries)
Oth	This includes students who are not on undergraduate or postgraduate courses, such as City & Guilds and some professional courses.
PB	Perry Barr
PBL	Perry Barr Library
PG	Postgraduate
PGR	Postgraduate researcher
PGTFT	Postgraduate taught full-time
PGTPT	Postgraduate taught part-time
PT	Part-time
SAT	Mean satisfaction rating
SN	Small numbers (A to D rating not computed)
UG	Undergraduate students (including HND/HNC as well as degree students)
UGFT1	Undergraduate, full-time, year one
UGFT2	Undergraduate, full-time, year two
UGFT3+	Undergraduate, full-time, year three or more
UGPT1/2	Undergraduate, part-time, years one and two
UGPT3+	Undergraduate, part-time, years three or more
V St	Vittoria Street
White	Self-declared ethnic origin as White.
WR	Westbourne Road
WRLL	Westbourne Road Lower Library

The numbers in the satisfaction and importance figures are mean scores based on 7 point scales, where 1 is 'Very dissatisfied'/'Not at all important' and 7 is 'Very satisfied'/'Very important'. Changes over time are presented as percentage scores.

Section 1:

Statistics for A–D Figures

Figure 1: Student perception of teaching staff by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of teaching staff	4.8	6.3	4.5	6.0	4.6	5.9	4.9	6.2	4.6	6.1
Amount time talk to staff about course	4.4	6.0	4.2	5.5	4.1	5.4	4.3	5.7	4.3	5.4
The approachability of teaching staff	5.5	6.4	5.2	6.2	5.1	6.1	5.3	6.5	5.7	6.3
Extent sympathetic/supportive to needs	5.2	6.3	4.8	5.9	4.6	6.0	4.9	6.3	5.0	6.3
Extent treat students as mature individuals	5.7	6.4	5.3	5.9	5.4	5.9	5.5	6.3	5.6	6.4
Extent encourage to learn effectively	5.1	6.3	4.6	5.8	4.7	6.0	4.8	6.2	5.2	6.3
The punctuality of teaching staff	5.3	6.0	4.9	5.8	5.2	5.9	5.9	6.0	5.7	6.4
The reliability of teaching staff	5.7	6.4	5.0	6.1	5.6	6.3	6.0	6.3	5.6	6.3
The academic/professional understanding	5.9	6.7	5.5	6.5	5.6	6.6	5.9	6.8	6.1	6.6
The enthusiasm of teaching staff	5.6	6.5	5.1	6.2	5.2	6.2	5.6	6.4	5.7	6.4

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of teaching staff	4.9	6.1	4.3	5.9	4.4	6.0	4.6	6.0
Amount time talk to staff about course	4.5	5.6	4.1	5.2	4.0	5.5	4.2	5.5
The approachability of teaching staff	5.4	6.4	4.9	6.0	5.3	6.3	5.2	6.3
Extent sympathetic/supportive to needs	5.0	6.4	4.4	5.9	4.7	6.3	4.8	6.1
Extent treat students as mature individuals	5.4	6.3	4.9	5.9	5.2	6.3	5.4	6.1
Extent encourage to learn effectively	5.0	6.2	4.6	5.9	4.7	6.1	4.8	6.1
The punctuality of teaching staff	6.0	6.2	5.1	5.8	5.0	6.0	5.3	5.9
The reliability of teaching staff	6.1	6.4	5.6	6.1	5.0	6.3	5.5	6.3
The academic/professional understanding	5.9	6.7	5.4	6.5	5.5	6.6	5.7	6.6
The enthusiasm of teaching staff	5.6	6.5	4.9	6.1	5.2	6.2	5.3	6.3

Figure 2: Student perception of teaching staff by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of teaching staff	4.7	6.2	4.5	6.3	4.2	6.1	4.7	5.9	4.4	5.8
Amount time talk to staff about course	4.2	5.5	4.1	5.8	3.8	5.5	4.2	5.4	4.2	5.5
The approachability of teaching staff	5.2	6.3	5.1	6.4	4.9	6.3	5.3	6.2	5.1	5.9
Extent sympathetic/supportive to needs	4.9	6.1	4.6	6.3	4.4	6.1	4.8	6.1	4.7	5.8
Extent treat students as mature individuals	5.3	6.2	5.1	6.1	4.9	6.1	5.5	6.0	5.6	5.9
Extent encourage to learn effectively	4.9	6.1	4.7	6.2	4.4	6.0	4.8	6.0	4.8	5.9
The punctuality of teaching staff	5.3	5.9	5.4	6.1	4.9	5.9	5.3	6.0	5.1	5.6
The reliability of teaching staff	5.6	6.2	5.7	6.4	5.1	6.2	5.5	6.3	5.5	6.1
The academic/professional understanding	5.7	6.6	5.8	6.7	5.5	6.7	5.6	6.6	5.6	6.5
The enthusiasm of teaching staff	5.4	6.2	5.3	6.4	4.9	6.3	5.3	6.2	5.3	6.1

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of teaching staff	4.4	6.1	4.7	5.7	5.8	6.1	5.1	6.2
Amount time talk to staff about course	4.3	5.7	4.4	5.3	5.5	6.0	4.6	6.0
The approachability of teaching staff	5.2	6.3	5.5	6.2	6.1	6.5	5.8	6.3
Extent sympathetic/supportive to needs	4.9	6.3	5.2	6.2	5.8	6.1	5.3	6.2
Extent treat students as mature individuals	5.2	6.3	5.8	6.2	6.2	6.0	6.0	6.3
Extent encourage to learn effectively	4.8	6.0	4.8	6.1	5.7	6.0	5.2	6.3
The punctuality of teaching staff	5.2	5.9	5.2	5.9	6.0	6.0	5.8	6.2
The reliability of teaching staff	5.3	6.1	5.3	6.2	6.3	6.2	6.0	6.5
The academic/professional understanding	5.6	6.7	5.5	6.6	6.1	6.4	6.1	6.7
The enthusiasm of teaching staff	5.2	6.4	5.4	6.3	6.2	6.4	5.6	6.5

Figure 3: Student perception of teaching staff by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of teaching staff	4.6	6.0	4.6	6.1	4.7	5.9	4.5	6.2
Amount time talk to staff about course	4.2	5.4	4.2	5.6	4.3	5.5	4.1	5.6
The approachability of teaching staff	5.2	6.1	5.3	6.4	5.4	6.2	5.1	6.3
Extent sympathetic/supportive to needs	4.8	5.9	4.8	6.3	4.9	6.2	4.6	6.1
Extent treat students as mature individuals	5.4	6.0	5.4	6.2	5.5	6.2	5.3	6.1
Extent encourage to learn effectively	4.7	5.9	4.8	6.2	4.8	6.1	4.7	6.1
The punctuality of teaching staff	5.2	5.9	5.4	6.0	5.4	6.0	5.2	5.9
The reliability of teaching staff	5.4	6.2	5.6	6.3	5.5	6.3	5.5	6.2
The academic/professional understanding	5.6	6.6	5.7	6.7	5.7	6.6	5.7	6.6
The enthusiasm of teaching staff	5.2	6.2	5.3	6.4	5.4	6.3	5.1	6.3

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of teaching staff	4.4	6.1	4.6	6.1	4.6	6.0
Amount time talk to staff about course	4.0	5.7	3.9	5.6	4.2	5.5
The approachability of teaching staff	4.6	6.1	5.0	6.3	5.3	6.3
Extent sympathetic/supportive to needs	4.4	6.0	4.3	6.2	4.9	6.1
Extent treat students as mature individuals	5.1	6.0	5.0	6.1	5.4	6.1
Extent encourage to learn effectively	4.4	6.1	4.7	6.2	4.8	6.1
The punctuality of teaching staff	5.3	6.0	5.5	6.0	5.2	5.9
The reliability of teaching staff	5.5	6.3	5.6	6.4	5.5	6.3
The academic/professional understanding	5.4	6.6	5.7	6.6	5.7	6.6
The enthusiasm of teaching staff	5.0	6.2	5.2	6.3	5.3	6.3

Figure 4: Student perception of course organisation by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Communication of information										
Knowing what to expect from course/tutors	4.7	6.2	4.5	5.9	4.6	6.0	4.8	6.2	4.6	6.3
Knowing what is expected of you	4.8	6.2	4.5	6.1	4.7	6.1	4.8	6.3	4.6	6.2
Accessibility of info about your course	4.6	6.1	4.5	6.0	4.6	6.0	4.8	6.2	4.9	6.3
Prior notification of changes to arrangements	4.4	6.2	4.1	6.0	4.6	6.0	4.8	6.3	4.5	6.1
Ease of being contacted	4.6	6.1	4.5	5.8	4.3	5.8	5.0	6.0	5.2	6.2
Complaints/grievances procedures	4.2	5.9	4.3	5.4	4.1	5.5	4.5	5.9	4.8	5.8
Usefulness of personal tutorials	4.9	6.3	4.7	5.7	4.3	5.6	4.5	6.1	4.1	5.8
Effectiveness of the course rep system	3.9	5.6	4.1	5.1	3.4	5.0	4.0	5.5	3.9	5.5
Course organisation										
The way timetable is spread over day/week	5.2	5.9	4.7	5.7	4.9	5.7	4.8	6.0	4.7	5.6
Range of topics covered in your syllabus	5.2	6.2	4.8	6.1	5.1	6.1	5.4	6.3	4.9	6.3
Balance between theoretical & practical work	5.1	6.0	4.2	5.7	4.7	5.7	5.1	6.1	5.7	6.2
Flexibility in option/elective choice	5.0	6.0	4.1	5.5	4.5	5.8	4.4	6.1	5.4	6.0
Logical progression of work through course	5.2	6.1	4.6	5.7	5.0	5.9	5.0	6.1	4.7	5.9
Amount of study periods	4.7	5.6	4.9	5.4	4.9	5.7	5.1	5.8	5.5	5.9
Waiting time between classes	5.1	5.3	4.7	5.1	4.6	5.3	4.5	5.5	4.4	5.5
Usefulness of Learning Resource Centre	4.6	6.0	4.9	5.9	5.2	5.9	4.3	5.7	4.6	6.1
Opening hours of Learning Resource Centre	4.9	5.9	4.9	5.7	4.7	5.8	4.7	5.7	5.1	6.3
Workload and assessment										
The balance between coursework & exams	5.3	5.9	5.0	6.0	4.7	6.0	5.2	6.3	5.6	6.0
Flexibility of hand-in dates	5.1	5.7	4.7	5.5	4.4	5.8	4.7	6.1	5.3	5.5
Usefulness of formal feedback	4.8	6.3	4.3	6.0	4.4	6.1	4.8	6.4	4.3	6.0
Usefulness of informal feedback	5.1	6.4	4.4	6.0	4.4	6.0	4.9	6.3	4.5	6.1
Promptness of feedback on assignments	4.3	6.1	3.5	6.0	3.9	6.0	4.2	6.2	3.6	6.0
Appeals procedures for assessment marks	4.3	5.9	3.8	5.5	3.8	5.6	4.1	6.0	4.2	5.6

Figure 4: Student perception of course organisation by faculty continued

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Communication of information								
Knowing what to expect from course/tutors	4.5	6.3	4.5	6.0	4.5	6.2	4.6	6.1
Knowing what is expected of you	4.9	6.3	4.7	6.0	4.6	6.3	4.7	6.2
Accessibility of info about your course	4.5	6.1	4.3	6.0	4.5	6.2	4.6	6.1
Prior notification of changes to arrangements	4.6	6.2	4.2	6.0	4.3	6.2	4.4	6.1
Ease of being contacted	5.0	6.1	4.1	5.7	4.4	6.0	4.5	5.9
Complaints/grievances procedures	4.4	5.8	4.0	5.7	4.3	5.8	4.3	5.7
Usefulness of personal tutorials	4.6	6.0	4.4	5.7	4.7	6.1	4.6	5.9
Effectiveness of the course rep system	4.1	5.4	3.4	5.0	4.1	5.5	3.8	5.3
Course organisation								
The way timetable is spread over day/week	4.1	6.0	4.3	5.8	4.6	5.9	4.7	5.8
Range of topics covered in your syllabus	5.2	6.2	5.1	6.1	4.9	6.2	5.1	6.2
Balance between theoretical & practical work	5.0	6.1	4.6	5.9	4.8	6.0	4.8	5.9
Flexibility in option/elective choice	4.2	5.5	4.4	5.7	4.1	5.9	4.4	5.8
Logical progression of work through course	4.8	6.0	4.9	5.8	4.6	6.0	4.9	5.9
Amount of study periods	3.7	5.9	4.9	5.7	4.7	5.9	4.8	5.7
Waiting time between classes	4.9	5.4	3.9	5.3	4.6	5.5	4.6	5.4
Usefulness of Learning Resource Centre	5.0	5.8	4.8	5.8	5.1	6.2	4.9	5.9
Opening hours of Learning Resource Centre	5.0	5.8	4.5	5.7	4.7	6.1	4.7	5.9
Workload and assessment								
The balance between coursework & exams	5.5	6.1	4.8	6.0	5.0	6.2	5.0	6.1
Flexibility of hand-in dates	4.8	6.0	4.2	5.8	4.6	6.1	4.6	5.8
Usefulness of formal feedback	4.7	6.2	4.2	5.9	4.4	6.3	4.5	6.2
Usefulness of informal feedback	4.8	6.3	4.4	5.9	4.5	6.2	4.6	6.1
Promptness of feedback on assignments	3.7	6.3	3.7	5.9	3.8	6.2	3.9	6.1
Appeals procedures for assessment marks	4.2	5.7	3.6	5.6	4.2	6.0	4.0	5.7

Figure 5: Student perception of course organisation by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Communication of information										
Knowing what to expect from course/tutors	4.7	6.1	4.7	6.2	4.2	6.0	4.7	6.0	4.6	6.0
Knowing what is expected of you	4.8	6.1	4.8	6.3	4.4	6.1	4.7	6.1	4.8	6.1
Accessibility of info about your course	4.7	6.1	4.5	6.2	4.1	6.0	4.7	6.1	4.4	6.0
Prior notification of changes to arrangements	4.7	6.1	4.4	6.2	3.9	6.1	4.5	6.1	4.1	6.1
Ease of being contacted	4.7	5.9	4.7	6.0	4.3	5.9	4.5	5.8	4.0	5.7
Complaints/grievances procedures	4.4	5.7	4.2	5.9	3.7	5.8	4.4	5.6	4.1	5.4
Usefulness of personal tutorials	4.8	5.9	4.5	6.1	4.2	5.9	4.5	5.7	4.7	5.5
Effectiveness of the course rep system	3.8	5.3	3.9	5.5	3.3	5.4	3.9	5.1	3.7	4.9
Course organisation										
The way timetable is spread over day/week	4.6	5.9	4.5	5.9	4.5	5.7	4.9	5.9	4.9	5.8
Range of topics covered in your syllabus	5.3	6.1	5.3	6.3	4.6	6.2	5.1	6.1	4.9	5.8
Balance between theoretical & practical work	4.9	6.0	4.8	6.1	4.6	5.9	4.8	5.7	4.6	5.5
Flexibility in option/elective choice	4.5	5.8	4.5	5.9	4.2	5.9	4.2	5.8	4.1	5.7
Logical progression of work through course	5.0	6.0	4.9	6.1	4.6	5.9	4.9	5.9	4.7	5.6
Amount of study periods	5.0	5.9	4.6	5.9	4.7	5.7	4.6	5.5	4.4	5.4
Waiting time between classes	4.4	5.3	4.3	5.5	4.3	5.3	4.7	5.3	4.7	5.2
Usefulness of Learning Resource Centre	5.1	5.9	4.9	6.1	4.7	6.0	5.1	5.9	4.8	5.7
Opening hours of Learning Resource Centre	5.0	5.8	5.0	6.0	4.6	5.9	4.6	5.8	4.0	5.8
Workload and assessment										
The balance between coursework & exams	5.1	6.1	5.0	6.3	4.8	6.1	4.9	5.9	4.8	5.9
Flexibility of hand-in dates	4.7	5.8	4.2	6.0	4.2	5.8	4.7	5.8	4.6	5.9
Usefulness of formal feedback	4.7	6.1	4.4	6.3	4.1	6.1	4.5	6.1	4.3	6.1
Usefulness of informal feedback	4.8	6.0	4.5	6.3	4.3	6.1	4.6	6.0	4.5	6.0
Promptness of feedback on assignments	4.0	6.0	3.6	6.3	3.3	6.0	4.1	6.1	3.9	6.1
Appeals procedures for assessment marks	4.3	5.7	3.9	6.0	3.4	5.9	4.0	5.7	3.8	5.6

Figure 5: Student perception of course organisation by mode/level/year continued

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Communication of information								
Knowing what to expect from course/tutors	4.4	6.1	4.5	6.1	5.4	6.2	4.5	6.2
Knowing what is expected of you	4.5	6.2	4.6	6.2	5.5	6.4	4.8	6.2
Accessibility of info about your course	4.6	6.1	4.7	6.0	5.2	6.1	4.5	6.1
Prior notification of changes to arrangements	4.6	6.0	4.4	6.0	5.4	6.3	4.5	6.3
Ease of being contacted	4.6	5.9	4.6	5.8	5.6	6.4	4.4	6.0
Complaints/grievances procedures	4.1	5.7	4.7	5.4	5.5	5.8	4.2	6.0
Usefulness of personal tutorials	4.4	5.9	4.9	6.0	5.9	6.4	4.7	6.0
Effectiveness of the course rep system	4.2	5.6	4.3	5.0	4.1	5.1	3.9	5.5
Course organisation								
The way timetable is spread over day/week	4.5	5.7	4.9	5.8	6.1	6.0	5.4	5.8
Range of topics covered in your syllabus	4.9	6.1	5.2	6.2	6.1	6.1	5.2	6.2
Balance between theoretical & practical work	4.8	6.1	4.8	5.8	4.8	5.9	5.0	6.0
Flexibility in option/elective choice	4.7	5.9	4.6	5.6	5.9	6.2	5.1	6.0
Logical progression of work through course	4.7	5.9	4.9	5.9	5.6	6.0	5.1	6.1
Amount of study periods	4.8	5.5	5.0	5.5	4.7	5.7	4.9	5.8
Waiting time between classes	5.1	5.3	5.4	5.3	5.7	5.8	5.4	5.5
Usefulness of Learning Resource Centre	4.9	6.0	4.5	5.5	4.8	6.2	4.8	6.1
Opening hours of Learning Resource Centre	4.8	6.0	4.6	5.5	4.6	6.3	5.1	6.2
Workload and assessment								
The balance between coursework & exams	5.0	5.9	5.3	5.8	6.0	6.0	5.3	5.8
Flexibility of hand-in dates	4.6	5.5	5.3	5.9	5.8	6.1	5.2	5.7
Usefulness of formal feedback	4.2	6.1	4.6	6.3	5.8	6.5	4.9	6.2
Usefulness of informal feedback	4.4	6.1	4.6	6.2	6.0	6.4	5.3	6.4
Promptness of feedback on assignments	3.6	5.9	4.1	6.2	5.5	6.4	4.4	6.1
Appeals procedures for assessment marks	3.7	5.5	4.3	5.1	4.7	5.5	4.7	5.8

Figure 6: Student perception of course organisation by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Communication of information								
Knowing what to expect from course/tutors	4.6	6.0	4.6	6.2	4.6	6.2	4.6	6.1
Knowing what is expected of you	4.7	6.0	4.7	6.3	4.7	6.2	4.7	6.1
Accessibility of info about your course	4.6	6.0	4.5	6.2	4.7	6.1	4.5	6.1
Prior notification of changes to arrangements	4.4	6.0	4.5	6.2	4.5	6.2	4.3	6.1
Ease of being contacted	4.5	5.8	4.5	6.0	4.6	5.9	4.5	5.9
Complaints/grievances procedures	4.3	5.5	4.2	5.9	4.4	5.6	4.1	5.8
Usefulness of personal tutorials	4.6	5.7	4.6	6.1	4.7	5.9	4.5	5.9
Effectiveness of the course rep system	3.8	5.1	3.8	5.5	3.9	5.2	3.7	5.3
Course organisation								
The way timetable is spread over day/week	4.7	5.7	4.8	5.9	4.8	5.9	4.7	5.8
Range of topics covered in your syllabus	5.1	6.1	5.1	6.2	5.1	6.1	5.1	6.2
Balance between theoretical & practical work	4.6	5.8	4.9	6.0	4.8	5.9	4.8	5.9
Flexibility in option/elective choice	4.4	5.7	4.5	5.9	4.4	5.8	4.5	5.8
Logical progression of work through course	4.9	5.8	4.9	6.0	4.8	5.9	4.9	6.0
Amount of study periods	4.9	5.6	4.6	5.9	4.7	5.7	4.8	5.8
Waiting time between classes	4.5	5.2	4.6	5.5	4.8	5.4	4.4	5.3
Usefulness of Learning Resource Centre	4.9	5.8	4.9	6.1	5.0	5.9	4.9	6.0
Opening hours of Learning Resource Centre	4.7	5.7	4.8	6.0	4.7	5.8	4.8	5.9
Workload and assessment								
The balance between coursework & exams	4.9	6.0	5.0	6.1	5.0	6.0	5.0	6.1
Flexibility of hand-in dates	4.6	5.7	4.6	5.9	4.8	5.8	4.4	5.8
Usefulness of formal feedback	4.5	6.1	4.5	6.2	4.6	6.2	4.4	6.1
Usefulness of informal feedback	4.6	6.0	4.6	6.2	4.6	6.2	4.6	6.1
Promptness of feedback on assignments	3.8	6.0	3.9	6.2	4.1	6.1	3.7	6.0
Appeals procedures for assessment marks	3.9	5.6	4.1	5.9	4.1	5.6	3.8	5.8

Figure 6: Student perception of course organisation by gender/age/ethnicity continued

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Communication of information						
Knowing what to expect from course/tutors	4.5	6.2	4.6	6.3	4.6	6.1
Knowing what is expected of you	4.8	6.1	4.7	6.3	4.7	6.2
Accessibility of info about your course	4.6	6.1	4.7	6.3	4.5	6.1
Prior notification of changes to arrangements	4.6	6.1	4.6	6.2	4.4	6.1
Ease of being contacted	4.6	6.0	4.6	6.0	4.5	5.9
Complaints/grievances procedures	3.9	5.8	4.5	5.9	4.3	5.7
Usefulness of personal tutorials	4.5	6.1	4.9	5.9	4.6	5.9
Effectiveness of the course rep system	3.7	5.4	3.7	5.3	3.8	5.3
Course organisation						
The way timetable is spread over day/week	4.8	5.9	4.8	5.9	4.7	5.8
Range of topics covered in your syllabus	4.9	6.3	5.2	6.1	5.1	6.1
Balance between theoretical & practical work	4.6	6.1	4.7	6.0	4.8	5.9
Flexibility in option/elective choice	4.3	5.9	4.4	6.1	4.4	5.8
Logical progression of work through course	4.7	6.0	4.9	6.0	4.9	5.9
Amount of study periods	4.7	6.0	4.9	5.9	4.7	5.6
Waiting time between classes	4.5	5.5	4.7	5.4	4.6	5.3
Usefulness of Learning Resource Centre	5.1	6.2	5.1	5.9	4.9	5.9
Opening hours of Learning Resource Centre	4.7	6.1	4.7	6.0	4.8	5.8
Workload and assessment						
The balance between coursework & exams	4.6	6.2	4.6	6.1	5.1	6.0
Flexibility of hand-in dates	4.3	6.2	4.8	6.2	4.7	5.7
Usefulness of formal feedback	4.4	6.3	4.6	6.3	4.5	6.1
Usefulness of informal feedback	4.3	6.2	4.5	6.3	4.7	6.1
Promptness of feedback on assignments	3.9	6.2	4.3	6.2	3.8	6.1
Appeals procedures for assessment marks	3.7	6.1	3.7	6.0	4.0	5.6

Figure 7: Student perception of teaching and learning methods by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Taught group sessions										
Amount of taught group sessions	4.8	5.7	5.0	5.4	4.9	5.7	5.3	5.9	4.6	5.7
The length of taught group sessions	5.0	5.3	4.8	5.3	5.0	5.6	5.2	5.8	5.2	5.3
The pace of teaching in sessions	4.9	5.7	4.7	5.5	4.7	5.9	4.8	6.1	4.6	5.9
The clarity of teaching in sessions	4.8	6.1	4.6	6.0	4.7	6.2	5.0	6.3	4.7	6.3
The content of taught group sessions	4.8	6.0	4.7	5.9	5.0	6.0	5.1	6.2	4.7	6.1
The use of OHPs by teaching staff	4.6	4.7	4.8	5.2	4.9	5.2	5.2	5.1	3.8	3.4
The usefulness of handouts	5.1	5.7	5.1	6.0	5.4	6.1	5.5	6.2	4.9	5.7
The availability of handouts	4.6	5.6	4.8	5.9	5.2	6.1	5.2	6.2	5.2	5.7
The amount of notetaking required	5.1	5.3	4.9	5.4	4.9	5.7	5.1	5.8	5.2	5.5
The amount of passive listening	4.9	5.4	4.7	5.2	4.7	5.3	5.1	5.5	5.0	5.0
The opportunity to work in groups	4.2	5.3	4.9	5.0	4.9	5.1	5.3	5.7	5.1	5.5
Opportunities for discussion in sessions	5.1	5.9	4.9	5.6	4.9	5.6	5.2	6.0	5.3	5.7
Size of taught groups	5.1	5.9	5.0	5.6	5.0	5.7	4.8	6.1	5.7	5.9
Practical sessions										
The amount of practical sessions	5.2	6.4	4.0	5.5	4.3	5.4	4.9	6.1	5.7	6.6
The usefulness of practical sessions	5.5	6.5	4.5	5.7	4.7	5.6	5.0	6.2	5.4	6.7
Helpfulness of support staff	3.3	6.5	4.6	5.6	4.5	5.7	4.7	6.1	5.1	6.3
Level of expertise of support staff	5.7	6.6	5.0	5.9	4.8	5.8	5.1	6.2	5.7	6.4
Tutorials/individual teaching										
The amount of tutorials	4.2	6.3	3.6	5.8	3.6	5.7	3.5	6.0	5.2	6.6
The usefulness of tutorials	5.0	6.5	4.5	5.9	4.3	5.9	4.1	6.0	6.0	6.7
Individual work										
Amount of additional reading	4.9	5.6	4.7	5.8	4.6	5.8	4.8	6.0	5.1	5.6
Amount of project work	5.5	6.2	5.0	5.7	4.8	5.7	5.1	6.0	5.4	5.1
The usefulness of doing project work	5.8	6.2	5.4	5.9	5.2	5.8	5.5	6.2	5.2	5.3
Placements and visits										
The suitability of placements	4.5	5.9	4.2	5.7	4.5	5.8	5.0	6.3	4.4	5.7
Assessment of placements	4.0	5.6	4.0	5.4	4.0	5.4	4.6	5.6	4.4	5.3
Amount of visits/trips on your course	3.8	5.8	3.9	5.7	3.2	5.2	3.3	5.3	2.9	5.5
The usefulness of visits/trips	4.6	5.9	4.6	5.9	3.6	5.2	4.1	5.6	3.8	5.7

Figure 7: Student perception of teaching and learning methods by faculty continued

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Taught group sessions								
Amount of taught group sessions	5.0	5.5	4.9	5.5	5.0	5.6	5.0	5.6
The length of taught group sessions	4.9	5.6	4.9	5.5	5.0	5.6	5.0	5.5
The pace of teaching in sessions	4.8	5.8	4.5	5.7	4.7	5.8	4.8	5.8
The clarity of teaching in sessions	4.9	6.2	4.5	6.0	4.7	6.1	4.7	6.1
The content of taught group sessions	4.7	6.1	4.8	5.8	4.8	6.1	4.9	6.0
The use of OHPs by teaching staff	4.9	4.9	5.0	5.2	4.9	5.2	4.9	5.1
The usefulness of handouts	5.4	6.1	5.3	6.0	5.3	6.1	5.3	6.0
The availability of handouts	5.7	6.1	5.2	6.0	4.7	6.0	5.0	6.0
The amount of notetaking required	5.2	5.5	5.1	5.6	4.9	5.5	5.0	5.6
The amount of passive listening	4.8	5.4	4.7	5.4	4.8	5.4	4.8	5.3
The opportunity to work in groups	5.3	5.5	4.7	5.1	5.0	5.3	4.9	5.2
Opportunities for discussion in sessions	5.5	5.8	4.5	5.5	5.2	5.8	5.0	5.7
Size of taught groups	5.2	5.9	4.7	5.6	4.8	5.8	4.9	5.8
Practical sessions								
The amount of practical sessions	4.8	5.9	4.5	5.9	4.1	5.6	4.6	5.9
The usefulness of practical sessions	5.2	6.1	4.9	6.1	4.8	5.8	5.0	6.0
Helpfulness of support staff	5.6	6.1	5.0	6.1	5.1	5.9	4.9	6.0
Level of expertise of support staff	5.6	6.1	5.3	6.1	5.3	6.0	5.3	6.1
Tutorials/individual teaching								
The amount of tutorials	4.0	5.8	3.8	5.9	3.9	6.0	3.9	6.0
The usefulness of tutorials	4.7	6.0	4.2	6.0	4.7	6.2	4.6	6.1
Individual work								
Amount of additional reading	4.6	5.7	4.8	5.8	4.5	5.9	4.7	5.8
Amount of project work	4.9	5.6	4.9	5.8	4.8	5.6	5.0	5.8
The usefulness of doing project work	5.2	5.7	5.1	5.8	5.1	5.7	5.3	5.9
Placements and visits								
The suitability of placements	5.2	6.6	3.9	5.5	5.0	6.6	4.7	6.1
Assessment of placements	5.0	6.2	3.6	5.4	4.8	6.5	4.4	5.8
Amount of visits/trips on your course	4.5	5.6	3.3	5.4	4.3	5.9	3.7	5.6
The usefulness of visits/trips	4.8	5.7	4.1	5.6	4.9	6.0	4.5	5.7

Figure 8: Student perception of teaching and learning methods by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Taught group sessions										
Amount of taught group sessions	5.0	5.7	5.0	5.8	4.7	5.5	5.0	5.5	5.0	5.3
The length of taught group sessions	5.1	5.6	5.0	5.6	4.9	5.4	5.0	5.5	4.8	5.4
The pace of teaching in sessions	4.8	5.9	4.8	5.9	4.5	5.8	4.8	5.8	4.7	5.5
The clarity of teaching in sessions	4.8	6.2	4.8	6.3	4.5	6.0	4.8	6.1	4.8	5.9
The content of taught group sessions	4.9	6.0	4.9	6.2	4.6	6.1	4.9	6.0	4.8	5.8
The use of OHPs by teaching staff	5.0	5.1	5.0	5.2	4.7	4.8	4.9	5.2	4.8	5.1
The usefulness of handouts	5.4	6.0	5.3	6.1	5.1	6.0	5.4	6.1	5.4	6.1
The availability of handouts	5.0	6.0	5.1	6.1	4.7	6.0	5.1	5.9	5.0	6.0
The amount of notetaking required	5.1	5.7	5.0	5.8	4.8	5.5	4.9	5.5	4.9	5.5
The amount of passive listening	4.8	5.4	4.7	5.5	4.6	5.1	4.8	5.4	4.8	5.2
The opportunity to work in groups	4.9	5.3	5.0	5.4	4.7	5.1	5.0	5.0	4.8	4.8
Opportunities for discussion in sessions	5.1	5.8	5.1	5.7	4.8	5.7	4.9	5.6	4.8	5.4
Size of taught groups	5.0	5.8	5.0	5.9	4.4	5.7	5.0	5.7	4.6	5.6
Practical sessions										
The amount of practical sessions	4.7	5.9	4.6	6.1	4.3	5.7	4.5	5.6	4.3	5.6
The usefulness of practical sessions	5.2	6.1	5.1	6.2	4.7	5.9	4.9	5.7	4.4	5.6
Helpfulness of support staff	5.0	6.0	5.1	6.3	4.6	5.9	4.8	5.8	4.5	5.7
Level of expertise of support staff	5.3	6.1	5.5	6.4	4.9	5.9	5.2	5.9	4.8	5.7
Tutorials/individual teaching										
The amount of tutorials	3.9	5.9	3.6	6.1	3.6	5.9	3.9	5.8	4.2	5.7
The usefulness of tutorials	4.6	6.0	4.4	6.2	4.5	6.1	4.5	6.0	4.7	5.9
Individual work										
Amount of additional reading	4.8	5.8	4.6	5.9	4.4	5.8	4.7	5.7	4.6	5.6
Amount of project work	5.1	5.8	4.9	5.9	4.8	5.7	4.9	5.6	4.9	5.6
The usefulness of doing project work	5.4	6.0	5.3	5.9	5.1	5.7	5.3	5.8	5.2	5.8
Placements and visits										
The suitability of placements	4.7	6.0	4.9	6.4	4.7	6.3	4.1	5.7	3.7	5.0
Assessment of placements	4.7	5.8	4.7	6.1	3.9	5.9	4.1	5.5	3.7	4.8
Amount of visits/trips on your course	3.5	5.6	3.6	5.7	3.5	5.5	3.8	5.5	3.3	5.6
The usefulness of visits/trips	4.5	5.8	4.3	5.9	4.3	5.5	4.2	5.6	4.3	5.8

Figure 8: Student perception of teaching and learning methods by mode/level/year continued

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Taught group sessions								
Amount of taught group sessions	5.0	5.6	5.0	5.7	6.2	6.3	4.9	5.9
The length of taught group sessions	4.7	5.4	5.0	5.5	6.0	5.9	5.1	5.5
The pace of teaching in sessions	4.5	5.7	4.8	5.7	5.9	5.9	5.1	5.7
The clarity of teaching in sessions	4.5	6.1	4.7	6.1	5.7	6.6	5.0	6.1
The content of taught group sessions	4.6	5.9	4.8	6.1	6.5	6.6	4.9	6.0
The use of OHPs by teaching staff	4.8	5.0	4.7	5.0	4.7	4.6	5.2	5.3
The usefulness of handouts	5.1	6.0	5.3	6.0	5.4	5.8	5.2	5.9
The availability of handouts	5.2	6.0	5.2	6.0	4.7	5.4	4.7	5.7
The amount of notetaking required	5.2	5.4	5.0	5.4	5.8	5.7	4.9	5.6
The amount of passive listening	4.9	5.4	4.7	5.2	5.3	5.7	4.9	5.4
The opportunity to work in groups	5.0	5.3	5.1	5.5	4.8	4.9	4.2	5.4
Opportunities for discussion in sessions	5.1	5.8	5.3	5.9	5.7	6.1	5.0	5.9
Size of taught groups	5.1	5.6	5.3	5.8	11.3	6.4	5.0	6.0
Practical sessions								
The amount of practical sessions	4.4	5.8	4.5	5.6	5.8	6.2	5.4	6.6
The usefulness of practical sessions	4.5	6.1	4.8	5.9	5.8	5.8	5.6	6.6
Helpfulness of support staff	5.0	6.0	4.8	6.0	6.8	6.0	5.4	6.5
Level of expertise of support staff	5.3	6.1	5.2	6.1	6.8	6.8	5.8	6.5
Tutorials/individual teaching								
The amount of tutorials	3.9	6.1	4.2	6.0	5.4	6.7	4.2	6.4
The usefulness of tutorials	4.5	6.2	4.9	6.3	6.1	6.6	5.0	6.5
Individual work								
Amount of additional reading	4.9	5.9	5.0	5.9	6.0	6.7	4.7	5.6
Amount of project work	5.2	5.9	5.2	5.8	6.4	6.5	5.4	6.2
The usefulness of doing project work	5.2	5.9	5.6	6.0	6.4	6.7	5.6	6.2
Placements and visits								
The suitability of placements	4.8	6.4	4.7	5.6	3.0	5.3	4.6	5.8
Assessment of placements	4.5	6.2	4.6	5.2	5.0	5.0	4.3	5.3
Amount of visits/trips on your course	4.5	5.5	4.6	5.7	4.6	5.5	4.2	5.8
The usefulness of visits/trips	4.9	5.9	4.9	5.9	5.0	5.6	5.0	5.7

Figure 9: Student perception of teaching and learning methods by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Taught group sessions								
Amount of taught group sessions	4.9	5.6	5.0	5.7	5.0	5.6	5.0	5.6
The length of taught group sessions	5.0	5.5	5.0	5.6	5.0	5.6	5.0	5.5
The pace of teaching in sessions	4.7	5.7	4.8	5.9	4.8	5.8	4.7	5.8
The clarity of teaching in sessions	4.7	6.1	4.8	6.2	4.9	6.1	4.6	6.1
The content of taught group sessions	4.8	5.9	4.9	6.1	4.9	6.1	4.8	6.0
The use of OHPs by teaching staff	4.9	5.1	4.9	5.1	4.9	5.1	4.9	5.0
The usefulness of handouts	5.3	6.0	5.3	6.0	5.3	6.0	5.3	6.0
The availability of handouts	5.0	6.0	5.0	6.0	5.1	6.0	5.0	6.0
The amount of notetaking required	4.9	5.5	5.0	5.6	5.0	5.5	5.0	5.6
The amount of passive listening	4.8	5.3	4.8	5.4	4.8	5.3	4.7	5.3
The opportunity to work in groups	4.8	5.1	5.0	5.3	5.0	5.2	4.8	5.3
Opportunities for discussion in sessions	4.9	5.6	5.1	5.8	5.0	5.8	5.0	5.7
Size of taught groups	4.9	5.6	5.0	5.9	5.0	5.8	4.9	5.7
Practical sessions								
The amount of practical sessions	4.5	5.8	4.7	5.9	4.6	5.9	4.6	5.9
The usefulness of practical sessions	4.9	6.0	5.1	6.1	4.9	6.0	5.0	6.0
Helpfulness of support staff	4.9	6.0	5.0	6.1	4.9	6.0	4.9	6.0
Level of expertise of support staff	5.2	6.1	5.3	6.2	5.2	6.1	5.3	6.2
Tutorials/individual teaching								
The amount of tutorials	3.9	5.8	3.9	6.1	4.1	6.0	3.7	5.9
The usefulness of tutorials	4.5	6.0	4.7	6.2	4.7	6.2	4.5	6.1
Individual work								
Amount of additional reading	4.7	5.8	4.7	5.8	4.8	5.9	4.6	5.7
Amount of project work	5.0	5.8	5.0	5.8	5.0	5.8	5.0	5.8
The usefulness of doing project work	5.3	5.9	5.3	5.9	5.4	5.9	5.3	5.9
Placements and visits								
The suitability of placements	4.3	5.8	4.9	6.3	4.7	6.1	4.6	6.1
Assessment of placements	4.1	5.5	4.5	6.1	4.5	5.9	4.3	5.8
Amount of visits/trips on your course	3.6	5.5	3.9	5.7	4.1	5.6	3.5	5.6
The usefulness of visits/trips	4.4	5.7	4.5	5.8	4.7	5.7	4.3	5.8

Figure 9: Student perception of teaching and learning methods by gender/age/ethnicity continued

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Taught group sessions						
Amount of taught group sessions	4.7	5.8	4.9	5.6	5.0	5.6
The length of taught group sessions	4.9	5.6	5.0	5.5	5.0	5.5
The pace of teaching in sessions	4.6	5.9	4.5	5.8	4.8	5.8
The clarity of teaching in sessions	4.5	6.1	4.7	6.1	4.8	6.2
The content of taught group sessions	4.8	6.0	4.8	6.1	4.9	6.1
The use of OHPs by teaching staff	5.0	5.5	4.9	5.3	4.9	5.0
The usefulness of handouts	5.1	6.1	5.3	6.2	5.3	6.0
The availability of handouts	4.8	6.1	5.1	6.0	5.1	6.0
The amount of notetaking required	4.9	5.9	5.0	5.8	5.0	5.5
The amount of passive listening	4.7	5.5	4.7	5.3	4.8	5.3
The opportunity to work in groups	4.8	5.6	4.9	5.3	4.9	5.2
Opportunities for discussion in sessions	4.8	5.7	4.9	5.7	5.1	5.7
Size of taught groups	4.9	5.8	5.1	5.6	5.0	5.8
Practical sessions						
The amount of practical sessions	4.5	5.9	4.7	5.9	4.6	5.8
The usefulness of practical sessions	4.9	6.0	5.0	6.0	5.0	6.0
Helpfulness of support staff	4.4	6.2	4.6	5.9	5.0	6.0
Level of expertise of support staff	4.8	6.2	5.1	5.8	5.4	6.1
Tutorials/individual teaching						
The amount of tutorials	3.7	6.0	4.0	6.0	3.9	6.0
The usefulness of tutorials	4.4	6.2	4.8	6.3	4.6	6.1
Individual work						
Amount of additional reading	4.6	6.0	4.8	6.1	4.7	5.7
Amount of project work	4.8	5.9	5.2	5.7	5.0	5.8
The usefulness of doing project work	5.1	6.0	5.4	5.9	5.4	5.9
Placements and visits						
The suitability of placements	4.2	6.0	4.6	5.9	4.7	6.1
Assessment of placements	4.2	5.8	4.4	5.5	4.4	5.8
Amount of visits/trips on your course	3.3	5.7	3.7	5.8	3.8	5.6
The usefulness of visits/trips	3.8	5.7	4.9	6.1	4.5	5.7

Figure 10: Student perception of Information Services—Library by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.7	6.6	4.4	6.5	4.4	6.4	4.0	6.6	5.2	6.7
'Up-to-dateness' of books	4.6	6.4	4.0	6.5	4.2	6.4	3.9	6.6	4.7	6.3
Availability of rec reading	4.3	6.4	3.4	6.5	3.6	6.5	3.2	6.7	4.9	6.4
Multiple copies of core books	4.5	6.0	3.8	6.3	3.8	6.3	3.4	6.5	4.6	6.1
Range of journals/periodicals	5.6	6.1	5.1	5.9	4.8	5.9	4.5	5.9	5.8	6.0
Waiting time at the issue desk	5.7	5.5	4.5	5.0	4.7	5.2	4.7	5.4	5.7	5.7
Waiting time at info desks	5.7	5.7	4.9	5.0	5.0	5.2	4.9	5.5	5.7	6.0
Helpfulness of library staff	6.0	6.2	5.5	5.7	5.5	5.9	5.5	6.1	5.7	6.3
Info about library services	5.2	5.7	5.1	5.4	5.1	5.6	5.0	5.7	5.0	5.6
Telephone renewal/reservations	5.6	5.7	5.5	5.5	5.4	5.6	5.6	5.7	4.7	5.6
Inter-library loans	5.0	5.9	4.8	5.3	4.7	5.3	4.8	5.6	5.0	6.0
Inter-site loans	5.0	5.9	4.9	5.3	4.8	5.2	4.7	5.5	4.6	5.7
Library fines	4.9	5.0	4.5	4.9	3.8	4.7	4.3	5.1	4.7	5.2
Opening hours	5.6	6.2	5.6	6.2	5.6	6.2	5.7	6.3	4.7	6.6
Photocopying facilities	3.6	6.4	4.3	5.9	4.6	5.8	4.6	6.0	4.4	6.3
Library environment										
Adequacy of workspace	4.5	6.1	4.6	5.9	4.7	6.1	4.7	6.3	5.8	6.4
Noise levels	5.2	6.0	3.7	5.9	3.9	6.1	3.8	6.3	5.3	6.3
Availability of study places	4.4	6.0	4.3	5.9	4.5	6.1	4.5	6.2	5.5	6.4
Availability of group study rooms	3.1	5.3	3.7	5.3	3.6	5.6	3.8	5.8	3.7	5.8
On-line catalogue (OLC)										
Accessibility/availability of OLC	4.9	5.9	4.9	5.7	5.0	5.8	4.8	6.1	5.4	6.2
Facility for self-renewal/reservation	5.1	5.7	5.1	5.4	5.3	5.5	5.5	5.8	4.5	5.9
Facility for self-issue	4.4	5.3	4.8	5.2	5.1	5.3	5.2	5.7	4.1	5.8
User-friendliness of OLC	5.1	6.0	5.0	5.7	5.3	5.6	5.1	6.1	5.0	5.6
CD ROMs										
Accessibility/availability of CD ROMs	4.1	5.8	4.4	5.4	4.5	5.8	4.1	6.0	4.3	5.8
User-friendliness of CD ROMs	4.6	5.9	4.6	5.4	4.9	5.8	4.4	6.1	4.4	5.4
Usefulness of CD ROMs	5.1	5.9	4.6	5.4	5.5	6.0	5.0	6.0	4.9	5.3
Relevance to your subject area	4.6	5.7	4.4	5.5	5.1	5.9	4.9	6.1	4.9	5.5

Figure 10: Student perception of Information Services—Library by faculty continued

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.3	6.6	4.3	6.4	4.2	6.6	4.4	6.5
'Up-to-dateness' of books	4.2	6.5	3.9	6.4	4.2	6.6	4.2	6.5
Availability of rec reading	3.6	6.6	3.5	6.5	3.2	6.6	3.6	6.5
Multiple copies of core books	3.9	6.5	3.8	6.2	3.4	6.5	3.8	6.3
Range of journals/periodicals	5.0	6.1	4.7	5.4	4.6	6.1	5.0	5.9
Waiting time at the issue desk	5.2	5.6	4.7	5.1	4.7	5.3	4.9	5.3
Waiting time at info desks	5.4	5.6	5.0	5.1	4.8	5.5	5.1	5.4
Helpfulness of library staff	6.1	6.2	5.7	5.7	5.5	6.0	5.6	6.0
Info about library services	5.5	5.7	5.2	5.5	5.3	5.8	5.2	5.6
Telephone renewal/reservations	6.0	5.9	5.4	5.3	5.8	5.9	5.6	5.7
Inter-library loans	5.0	5.7	4.9	5.2	4.8	5.8	4.9	5.6
Inter-site loans	4.9	5.7	4.7	5.1	5.0	5.6	4.9	5.5
Library fines	4.4	5.1	3.8	4.9	4.0	5.1	4.2	4.9
Opening hours	5.0	6.2	5.7	6.2	5.9	6.3	5.6	6.2
Photocopying facilities	4.0	5.9	4.6	5.8	4.4	6.1	4.3	6.0
Library environment								
Adequacy of workspace	5.0	6.0	4.8	5.9	4.7	6.2	4.7	6.1
Noise levels	5.4	6.0	4.0	5.9	4.1	6.2	4.2	6.1
Availability of study places	4.6	5.9	4.6	5.9	4.5	6.1	4.5	6.0
Availability of group study rooms	3.6	5.6	3.7	5.5	4.0	5.6	3.6	5.5
On-line catalogue (OLC)								
Accessibility/availability of OLC	5.4	5.7	4.8	5.6	4.6	5.9	4.9	5.8
Facility for self-renewal/reservation	5.3	5.5	5.2	5.5	5.4	5.8	5.3	5.6
Facility for self-issue	4.9	5.4	5.0	5.2	5.2	5.5	4.9	5.4
User-friendliness of OLC	5.3	5.7	5.1	5.6	5.2	5.9	5.2	5.8
CD ROMs								
Accessibility/availability of CD ROMs	4.6	5.5	4.1	5.5	4.2	5.8	4.3	5.7
User-friendliness of CD ROMs	4.6	5.6	4.8	5.5	4.5	5.9	4.7	5.8
Usefulness of CD ROMs	5.0	5.4	4.8	5.4	5.1	5.9	5.1	5.8
Relevance to your subject area	4.6	5.6	4.5	5.5	4.9	6.0	4.8	5.8

Figure 11: Student perception of Information Services—Library by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.5	6.6	4.1	6.7	3.8	6.6	4.7	6.4	4.5	6.3
'Up-to-dateness' of books	4.3	6.5	4.0	6.6	3.7	6.5	4.6	6.4	4.1	6.3
Availability of rec reading	3.7	6.5	3.4	6.7	3.2	6.6	3.7	6.5	3.2	6.4
Multiple copies of core books	3.9	6.3	3.6	6.5	3.4	6.3	3.9	6.3	3.5	6.2
Range of journals/periodicals	5.2	5.9	4.9	6.0	4.7	6.0	4.9	5.9	4.9	5.8
Waiting time at the issue desk	4.9	5.3	4.8	5.3	4.7	5.2	4.9	5.2	4.8	5.1
Waiting time at info desks	5.1	5.4	5.0	5.4	5.0	5.3	5.0	5.3	5.0	5.1
Helpfulness of library staff	5.5	6.0	5.5	6.0	5.6	6.0	5.7	5.9	5.7	5.8
Info about library services	5.1	5.5	5.2	5.7	4.9	5.5	5.4	5.7	5.0	5.6
Telephone renewal/reservations	5.5	5.5	5.6	5.7	5.4	5.6	5.6	5.8	5.7	5.7
Inter-library loans	4.9	5.5	4.9	5.6	4.4	5.5	4.9	5.5	4.8	5.5
Inter-site loans	4.9	5.5	4.8	5.6	4.6	5.4	5.0	5.5	4.7	5.3
Library fines	4.1	5.0	3.8	4.9	4.0	4.9	4.3	4.9	4.3	4.6
Opening hours	5.7	6.3	5.8	6.3	5.5	6.2	5.7	6.2	5.5	6.2
Photocopying facilities	4.5	6.1	4.4	6.2	3.7	6.1	4.7	5.7	4.7	5.6
Library environment										
Adequacy of workspace	4.8	6.2	4.7	6.3	4.5	6.0	4.9	5.9	4.9	6.0
Noise levels	4.4	6.1	4.1	6.2	4.0	6.0	4.2	6.1	3.9	6.0
Availability of study places	4.7	6.1	4.5	6.2	4.3	6.0	4.6	5.9	4.6	5.9
Availability of group study rooms	4.0	5.5	3.3	5.8	3.3	5.6	4.0	5.5	3.7	5.3
On-line catalogue (OLC)										
Accessibility/availability of OLC	4.9	5.8	4.8	5.9	4.7	5.8	5.0	5.7	5.0	5.7
Facility for self-renewal/reservation	5.4	5.7	5.2	5.7	5.1	5.5	5.3	5.6	5.3	5.4
Facility for self-issue	5.2	5.5	4.8	5.5	4.7	5.2	5.2	5.4	4.9	5.2
User-friendliness of OLC	5.3	5.8	5.2	5.9	5.1	5.7	5.0	5.7	5.0	5.5
CD ROMs										
Accessibility/availability of CD ROMs	4.5	5.8	4.1	5.8	4.2	5.7	4.4	5.7	4.3	5.7
User-friendliness of CD ROMs	4.9	5.8	4.6	5.8	4.5	5.7	4.7	5.7	4.7	5.6
Usefulness of CD ROMs	5.4	5.8	5.0	5.9	5.1	5.8	4.9	5.7	4.9	5.6
Relevance to your subject area	4.9	5.7	4.7	5.9	4.8	6.0	4.7	5.7	5.0	5.7

Figure 11: Student perception of Information Services—Library by mode/level/year continued

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	3.6	6.6	4.7	6.4	4.6	6.6	5.1	6.5
'Up-to-dateness' of books	3.5	6.5	4.5	6.3	4.1	6.6	4.9	6.3
Availability of rec reading	3.4	6.7	3.9	6.5	4.1	6.7	4.6	6.3
Multiple copies of core books	3.8	6.4	4.3	6.2	4.3	6.3	4.7	5.8
Range of journals/periodicals	4.5	6.0	5.1	6.0	4.7	6.6	5.5	6.0
Waiting time at the issue desk	4.7	5.2	4.9	5.5	5.3	5.6	6.0	5.4
Waiting time at info desks	5.0	5.3	5.0	5.5	5.6	5.8	6.0	5.7
Helpfulness of library staff	5.5	5.9	5.7	6.1	6.1	6.3	6.3	6.2
Info about library services	5.1	5.4	5.4	5.8	5.4	5.9	5.4	5.8
Telephone renewal/reservations	5.7	5.6	5.7	5.8	6.0	6.0	5.7	5.7
Inter-library loans	4.9	5.6	4.9	5.5	5.1	6.4	5.8	5.8
Inter-site loans	4.9	5.4	4.9	5.4	5.1	6.2	5.5	5.7
Library fines	4.4	5.0	4.6	4.9	4.9	5.2	5.2	5.3
Opening hours	5.1	6.1	5.5	6.3	4.7	6.5	5.8	6.1
Photocopying facilities	3.6	6.0	4.8	5.8	4.5	6.3	3.8	6.3
Library environment								
Adequacy of workspace	4.3	6.1	4.9	5.9	3.9	6.2	4.6	6.0
Noise levels	4.0	6.1	4.1	6.1	4.3	6.2	5.6	6.1
Availability of study places	4.0	6.1	4.7	5.8	3.9	6.0	4.5	6.0
Availability of group study rooms	3.2	5.4	4.0	5.2	2.9	5.2	3.3	5.5
On-line catalogue (OLC)								
Accessibility/availability of OLC	4.6	5.7	5.2	5.8	4.8	5.9	5.3	5.9
Facility for self-renewal/reservation	5.2	5.5	5.2	5.5	4.9	5.8	5.3	5.7
Facility for self-issue	4.8	5.2	5.0	5.3	4.3	5.2	4.7	5.3
User-friendliness of OLC	5.0	5.7	5.1	5.8	5.2	6.2	5.2	6.1
CD ROMs								
Accessibility/availability of CD ROMs	4.1	5.8	4.5	5.5	4.2	6.0	3.9	5.6
User-friendliness of CD ROMs	4.6	5.7	4.6	5.6	4.7	6.1	4.4	5.8
Usefulness of CD ROMs	4.9	5.8	4.9	5.6	4.7	6.1	4.7	5.5
Relevance to your subject area	4.5	5.8	4.7	5.6	4.9	6.6	4.6	5.1

Figure 12: Student perception of Information Services—Library by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.4	6.4	4.3	6.6	4.5	6.5	4.2	6.6
'Up-to-dateness' of books	4.2	6.4	4.2	6.5	4.3	6.4	4.1	6.5
Availability of rec reading	3.7	6.4	3.5	6.6	3.6	6.5	3.6	6.5
Multiple copies of core books	3.9	6.2	3.8	6.4	3.9	6.3	3.7	6.3
Range of journals/periodicals	5.1	5.8	4.9	6.1	4.9	6.0	5.0	5.9
Waiting time at the issue desk	4.8	5.1	4.9	5.5	5.0	5.4	4.8	5.2
Waiting time at info desks	5.1	5.2	5.1	5.5	5.2	5.4	5.0	5.3
Helpfulness of library staff	5.7	5.8	5.6	6.1	5.8	6.1	5.5	5.9
Info about library services	5.1	5.4	5.3	5.8	5.4	5.8	5.0	5.5
Telephone renewal/reservations	5.4	5.4	5.7	5.8	5.7	5.8	5.4	5.5
Inter-library loans	4.8	5.3	4.9	5.7	4.9	5.7	4.8	5.5
Inter-site loans	4.8	5.2	4.9	5.7	5.0	5.6	4.8	5.4
Library fines	4.1	4.8	4.2	5.1	4.5	4.9	3.9	4.9
Opening hours	5.6	6.1	5.7	6.3	5.7	6.2	5.6	6.2
Photocopying facilities	4.3	5.9	4.4	6.1	4.4	5.9	4.2	6.1
Library environment								
Adequacy of workspace	4.8	6.0	4.7	6.2	4.8	6.0	4.6	6.1
Noise levels	4.1	6.0	4.3	6.2	4.2	6.1	4.3	6.0
Availability of study places	4.6	5.9	4.5	6.1	4.6	6.0	4.5	6.1
Availability of group study rooms	3.6	5.3	3.6	5.7	3.7	5.5	3.6	5.6
On-line catalogue (OLC)								
Accessibility/availability of OLC	4.9	5.7	4.9	5.9	5.0	5.8	4.8	5.8
Facility for self-renewal/reservation	5.1	5.5	5.4	5.7	5.3	5.6	5.2	5.6
Facility for self-issue	4.9	5.2	5.0	5.5	5.0	5.4	4.9	5.4
User-friendliness of OLC	5.1	5.6	5.2	5.9	5.1	5.8	5.2	5.7
CD ROMs								
Accessibility/availability of CD ROMs	4.1	5.6	4.4	5.8	4.3	5.7	4.3	5.7
User-friendliness of CD ROMs	4.7	5.5	4.6	5.9	4.7	5.7	4.7	5.8
Usefulness of CD ROMs	5.0	5.6	5.2	5.9	5.0	5.7	5.1	5.8
Relevance to your subject area	4.6	5.6	4.9	5.9	4.9	5.8	4.7	5.8

Figure 12: Student perception of Information Services—Library by gender/age/ethnicity continued

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.1	6.5	4.1	6.5	4.4	6.5
'Up-to-dateness' of books	4.0	6.5	4.0	6.4	4.2	6.5
Availability of rec reading	3.7	6.5	3.3	6.6	3.6	6.5
Multiple copies of core books	3.8	6.3	4.0	6.2	3.8	6.3
Range of journals/periodicals	4.8	6.0	4.7	5.8	5.0	5.9
Waiting time at the issue desk	4.8	5.4	4.8	5.4	4.9	5.2
Waiting time at info desks	5.0	5.4	4.9	5.4	5.1	5.3
Helpfulness of library staff	5.5	6.1	5.4	6.0	5.7	6.0
Info about library services	5.0	5.7	5.1	5.8	5.2	5.6
Telephone renewal/reservations	5.3	5.6	5.6	5.9	5.6	5.6
Inter-library loans	4.9	5.6	4.8	5.8	4.9	5.5
Inter-site loans	4.8	5.5	5.0	5.6	4.9	5.5
Library fines	3.7	4.9	4.0	5.2	4.3	4.9
Opening hours	5.5	6.3	5.9	6.4	5.6	6.2
Photocopying facilities	4.1	6.0	4.8	6.1	4.4	6.0
Library environment						
Adequacy of workspace	4.5	6.2	4.9	6.2	4.7	6.0
Noise levels	3.9	6.3	4.2	6.3	4.3	6.0
Availability of study places	4.3	6.2	4.7	6.3	4.6	6.0
Availability of group study rooms	3.4	5.8	4.0	5.8	3.7	5.4
On-line catalogue (OLC)						
Accessibility/availability of OLC	4.7	5.8	4.8	5.7	4.9	5.8
Facility for self-renewal/reservation	5.3	5.7	5.2	5.6	5.3	5.6
Facility for self-issue	5.0	5.4	5.1	5.5	4.9	5.3
User-friendliness of OLC	5.1	5.8	5.1	5.7	5.2	5.8
CD ROMs						
Accessibility/availability of CD ROMs	4.3	5.8	4.5	6.0	4.3	5.7
User-friendliness of CD ROMs	4.7	5.8	4.8	6.0	4.6	5.7
Usefulness of CD ROMs	5.2	5.9	5.2	6.1	5.0	5.7
Relevance to your subject area	4.5	5.8	5.0	6.0	4.8	5.8

Figure 13: Student perception of Information Services—Library by use

Item	*Daily*		*Weekly*		*Monthly*		*Rarely*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.2	6.7	4.3	6.6	4.6	6.4	4.6	6.1
'Up-to-dateness' of books	4.0	6.6	4.2	6.5	4.4	6.3	4.4	6.1
Availability of rec reading	3.5	6.6	3.5	6.6	3.9	6.4	3.8	6.3
Multiple copies of core books	3.7	6.4	3.8	6.4	4.0	6.2	3.9	6.1
Range of journals/periodicals	5.0	6.1	4.9	6.0	5.1	5.9	4.9	5.5
Waiting time at the issue desk	4.8	5.4	4.9	5.2	5.1	5.3	4.9	5.3
Waiting time at info desks	5.1	5.6	5.1	5.3	5.2	5.3	5.0	5.3
Helpfulness of library staff	5.6	6.1	5.7	6.0	5.6	6.0	5.6	5.8
Info about library services	5.2	5.7	5.2	5.6	5.1	5.7	5.0	5.5
Telephone renewal/reservations	5.6	5.7	5.6	5.7	5.5	5.6	5.3	5.4
Inter-library loans	4.8	5.7	4.8	5.6	5.1	5.4	4.7	5.3
Inter-site loans	4.8	5.7	4.9	5.5	5.1	5.4	4.8	5.2
Library fines	3.9	5.0	4.2	4.9	4.4	4.8	4.2	5.2
Opening hours	5.6	6.4	5.7	6.2	5.6	6.2	5.5	6.0
Photocopying facilities	4.1	6.2	4.3	6.0	4.6	5.9	4.9	5.7
Library environment								
Adequacy of workspace	4.7	6.3	4.7	6.1	4.8	6.0	4.7	5.7
Noise levels	4.1	6.3	4.2	6.1	4.6	6.0	4.4	6.0
Availability of study places	4.6	6.3	4.5	6.0	4.6	5.9	4.5	5.8
Availability of group study rooms	3.5	5.6	3.6	5.5	4.0	5.4	3.8	5.3
On-line catalogue (OLC)								
Accessibility/availability of OLC	5.0	6.0	4.9	5.8	5.0	5.6	4.7	5.5
Facility for self-renewal/reservation	5.3	5.8	5.3	5.6	5.2	5.4	4.9	5.3
Facility for self-issue	5.0	5.6	5.0	5.3	4.9	5.3	4.8	5.2
User-friendliness of OLC	5.3	5.8	5.2	5.8	5.1	5.6	5.0	5.4
CD ROMs								
Accessibility/availability of CD ROMs	4.3	5.9	4.4	5.7	4.1	5.5	4.5	5.7
User-friendliness of CD ROMs	4.8	5.8	4.7	5.8	4.5	5.6	4.4	5.7
Usefulness of CD ROMs	5.2	5.9	5.1	5.8	4.9	5.6	5.1	5.7
Relevance to your subject area	4.9	6.0	4.8	5.8	4.5	5.5	4.8	5.7

Figure 14: Student perception of Information Services—Library by main library used

Item	*PB*		*Con*		*Int Hs*		*WR*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of books	4.3	6.5	5.3	6.7	5.3	6.6	4.3	6.6
'Up-to-dateness' of books	4.1	6.5	4.7	6.3	4.9	6.7	4.2	6.6
Availability of rec reading	3.4	6.6	5.0	6.4	5.0	6.6	3.6	6.6
Multiple copies of core books	3.7	6.4	4.5	6.1	4.6	6.2	4.1	6.5
Range of journals/periodicals	4.8	5.9	5.8	6.0	5.7	6.5	5.0	6.1
Waiting time at the issue desk	4.7	5.2	5.7	5.7	6.1	5.5	5.3	5.5
Waiting time at info desks	4.9	5.3	5.8	6.0	6.2	5.5	5.5	5.6
Helpfulness of library staff	5.5	5.9	5.6	6.3	5.7	5.9	6.1	6.2
Info about library services	5.1	5.6	5.0	5.7	5.1	5.5	5.5	5.7
Telephone renewal/reservations	5.6	5.6	4.7	5.7	5.9	6.0	5.9	6.0
Inter-library loans	4.8	5.5	5.0	6.2	5.4	6.1	5.0	5.7
Inter-site loans	4.8	5.4	4.6	5.9	5.4	6.0	4.9	5.7
Library fines	4.0	4.9	4.8	5.3	4.8	5.2	4.4	5.2
Opening hours	5.7	6.2	4.7	6.6	5.4	6.1	5.1	6.2
Photocopying facilities	4.5	5.9	4.3	6.3	3.4	6.5	4.1	5.9
Library environment								
Adequacy of workspace	4.7	6.1	5.8	6.4	3.4	6.3	5.1	6.0
Noise levels	3.9	6.1	5.2	6.3	4.8	6.1	5.4	6.1
Availability of study places	4.5	6.0	5.5	6.3	3.5	6.0	4.7	6.0
Availability of group study rooms	3.8	5.5	3.5	5.7	2.7	5.3	3.5	5.6
On-line catalogue (OLC)								
Accessibility/availability of OLC	4.8	5.8	5.4	6.2	5.3	6.0	5.4	5.7
Facility for self-renewal/reservation	5.3	5.6	4.5	5.9	4.9	5.6	5.3	5.5
Facility for self-issue	5.1	5.4	4.1	5.8	4.0	5.2	4.9	5.4
User-friendliness of OLC	5.2	5.8	5.0	5.6	5.4	6.3	5.3	5.7
CD ROMs								
Accessibility/availability of CD ROMs	4.3	5.7	4.5	5.8	4.7	6.1	4.7	5.5
User-friendliness of CD ROMs	4.7	5.8	4.4	5.4	4.6	6.2	4.7	5.5
Usefulness of CD ROMs	5.1	5.8	4.9	5.3	5.4	6.4	5.1	5.4
Relevance to your subject area	4.9	5.8	4.9	5.5	5.1	6.4	4.7	5.5

Figure 14: Student perception of Information Services—Library by main library used continued

Item	*GG*		*V St*		*Bourn*	
	SAT	IMP	SAT	IMP	SAT	IMP
Range of books	4.3	6.6	5.0	6.5	5.0	6.5
'Up-to-dateness' of books	4.2	6.4	5.1	6.3	4.8	6.2
Availability of rec reading	4.0	6.4	4.8	6.3	4.5	6.3
Multiple copies of core books	4.2	6.2	5.2	6.2	4.6	5.8
Range of journals/periodicals	5.7	6.1	5.4	6.1	5.5	6.1
Waiting time at the issue desk	5.1	5.5	6.2	5.6	6.4	5.4
Waiting time at info desks	5.1	5.6	6.1	5.6	6.4	5.8
Helpfulness of library staff	5.7	6.2	6.3	6.4	6.5	6.3
Info about library services	5.1	5.7	5.2	5.8	5.5	5.8
Telephone renewal/reservations	5.4	5.6	5.5	5.6	5.8	5.8
Inter-library loans	4.6	5.9	5.6	6.1	5.7	6.1
Inter-site loans	4.7	5.9	5.5	6.1	5.6	6.0
Library fines	4.7	4.8	5.5	5.1	5.4	5.2
Opening hours	5.5	6.2	5.8	6.0	6.0	6.3
Photocopying facilities	3.8	6.5	3.6	6.1	3.6	6.3
Library environment						
Adequacy of workspace	4.7	6.1	5.4	5.8	4.2	6.0
Noise levels	5.1	5.9	6.1	5.7	5.4	6.2
Availability of study places	4.8	6.0	4.8	5.9	4.4	6.2
Availability of group study rooms	3.0	5.1	3.3	5.1	3.3	5.5
On-line catalogue (OLC)						
Accessibility/availability of OLC	4.7	5.7	4.1	5.6	5.4	6.0
Facility for self-renewal/reservation	4.8	5.6	5.3	6.2	5.4	5.8
Facility for self-issue	4.2	5.3	4.4	6.3	5.0	5.3
User-friendliness of OLC	4.8	5.8	4.3	5.7	5.7	6.1
CD ROMs						
Accessibility/availability of CD ROMs	4.2	5.8	3.6	5.3	3.1	5.5
User-friendliness of CD ROMs	4.7	5.9	3.6	5.9	3.9	5.6
Usefulness of CD ROMs	5.4	6.0	4.0	5.7	4.2	5.5
Relevance to your subject area	4.7	5.8	3.0	4.7	4.2	5.5

Figure 15: Student perception of Information Services—word-processing by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	4.0	6.3	3.9	6.0	3.7	6.2	4.2	6.0	5.5	6.5
Maintenance of computers	5.2	6.4	4.7	5.9	4.8	6.2	5.0	6.0	5.5	6.5
Availability of printers	3.3	6.1	3.9	5.9	3.2	6.4	3.9	6.0	4.5	6.0
Quality of printing	4.9	5.8	5.0	5.7	4.7	6.3	5.1	6.0	5.5	6.5
Maintenance of printers	5.2	6.2	4.8	5.6	4.4	6.1	4.9	6.1	5.5	6.5
Helpfulness of support staff/technicians	4.9	5.9	5.3	6.0	4.2	6.2	5.0	5.9	5.5	6.5

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	4.7	6.0	3.6	6.1	4.3	5.9	3.9	6.1
Maintenance of computers	5.5	5.8	4.6	6.1	4.8	5.8	4.8	6.1
Availability of printers	4.1	5.7	3.0	6.2	3.8	5.8	3.5	6.1
Quality of printing	5.8	5.6	4.5	6.1	4.7	6.0	4.8	6.0
Maintenance of printers	5.5	5.6	4.3	6.1	4.5	5.7	4.6	6.0
Helpfulness of support staff/technicians	5.7	6.3	4.8	6.0	4.7	6.0	4.7	6.1

Figure 16: Student perception of Information Services—word-processing by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	3.9	6.2	4.1	6.1	3.4	6.1	4.0	5.8	4.2	5.8
Maintenance of computers	4.9	6.2	5.1	6.1	4.5	6.1	4.5	6.1	5.0	5.6
Availability of printers	3.5	6.3	3.5	6.1	3.5	6.2	3.4	6.0	3.2	5.8
Quality of printing	4.7	6.1	5.2	6.2	4.6	6.0	4.5	6.0	4.7	5.9
Maintenance of printers	4.7	6.1	4.7	6.1	4.4	5.9	4.1	6.0	4.6	5.4
Helpfulness of support staff/technicians	4.6	6.1	4.8	6.2	4.6	6.0	4.6	6.2	4.6	5.6

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	3.4	6.3	4.3	6.1	4.0	5.5	4.3	6.4
Maintenance of computers	4.2	6.1	5.3	5.9	5.0	5.0	5.9	5.6
Availability of printers	2.8	6.4	4.6	5.6	5.0	5.0	3.0	5.5
Quality of printing	5.0	6.0	5.1	5.6	5.0	5.0	5.4	5.4
Maintenance of printers	4.3	5.9	4.9	5.9	5.0	5.0	5.8	5.5
Helpfulness of support staff/technicians	4.5	5.9	5.0	6.0	5.5	5.5	6.0	5.6

Figure 17: Student perception of Information Services—word-processing by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	3.7	6.0	4.1	6.2	4.1	6.0	3.8	6.1
Maintenance of computers	4.7	6.0	4.9	6.2	4.8	6.0	4.8	6.1
Availability of printers	3.4	6.0	3.5	6.3	3.7	6.0	3.3	6.2
Quality of printing	4.7	5.9	5.0	6.3	4.6	5.9	4.9	6.1
Maintenance of printers	4.6	5.9	4.6	6.1	4.6	5.8	4.6	6.1
Helpfulness of support staff/technicians	4.8	5.9	4.6	6.3	4.7	6.0	4.7	6.1

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	3.5	6.2	4.3	6.1	4.0	6.0
Maintenance of computers	4.5	6.2	4.7	5.8	4.9	6.1
Availability of printers	2.8	6.2	4.0	5.9	3.6	6.1
Quality of printing	4.7	6.1	4.8	6.0	4.9	6.0
Maintenance of printers	4.3	6.0	4.6	5.7	4.7	6.0
Helpfulness of support staff/technicians	4.2	6.2	4.5	6.1	4.9	6.0

Figure 18: Student perception of Information Services—word-processing by use

Item	*Daily*		*Weekly*		*Monthly*		*Rarely*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Availability of computers	2.9	6.8	3.7	6.4	4.0	6.4	4.0	5.8
Maintenance of computers	4.1	6.8	4.6	6.3	5.1	6.3	4.9	5.9
Availability of printers	2.9	6.8	3.2	6.4	3.4	6.2	3.6	6.0
Quality of printing	5.3	6.7	4.9	6.2	5.0	6.2	4.7	6.0
Maintenance of printers	4.8	6.8	4.5	6.2	4.6	6.1	4.6	5.8
Helpfulness of support staff/technicians	4.3	6.6	4.6	6.2	5.1	6.3	4.6	5.9

Figure 19: Student perception of computing facilities by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.1	6.1	5.0	6.0	4.8	6.0	5.0	6.3	5.1	5.8
Availability of a computer	3.7	6.1	4.5	6.1	4.0	6.2	4.6	6.3	4.1	6.3
Ease of using computers	4.6	6.2	5.0	6.1	5.0	6.1	5.3	6.2	4.3	5.9
Training in the use of computers	3.5	6.3	4.0	6.0	3.7	6.0	4.4	6.2	3.6	6.3
Info about computing facilities	3.6	5.9	4.2	5.6	4.0	5.7	4.4	5.9	3.6	6.1
Helpfulness of technicians	4.8	6.3	5.1	6.0	4.4	6.1	4.3	6.1	4.1	6.1
Maintenance level of computers	5.1	6.2	4.9	5.9	4.5	6.0	4.5	6.1	5.1	6.0
Availability of printers	4.0	6.2	4.0	6.2	3.9	6.1	3.7	6.3	2.9	6.2
Quality of printing	5.0	6.2	4.8	6.1	3.7	6.1	3.8	6.2	4.2	6.3
Maintenance of printers	5.0	6.1	4.7	5.9	4.2	5.9	4.2	6.1	4.6	5.7
Suitability of software	5.3	6.2	5.1	6.1	5.2	6.1	5.0	6.3	4.8	5.7

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.8	6.0	4.7	6.0	4.5	6.0	4.7	6.0
Availability of a computer	4.8	6.1	4.8	6.1	4.5	6.1	4.4	6.2
Ease of using computers	5.2	6.1	5.4	6.0	4.9	6.1	5.0	6.1
Training in the use of computers	4.3	6.3	4.2	6.1	4.5	6.2	4.0	6.1
Info about computing facilities	4.7	6.0	4.1	5.9	4.3	5.8	4.1	5.8
Helpfulness of technicians	5.2	6.2	4.7	6.0	5.1	6.1	4.7	6.1
Maintenance level of computers	5.6	6.0	4.5	6.1	5.2	5.9	4.8	6.0
Availability of printers	4.5	6.2	3.6	6.2	4.5	6.2	4.0	6.2
Quality of printing	5.4	6.1	3.5	6.0	4.3	6.1	4.3	6.1
Maintenance of printers	5.4	6.0	4.0	5.9	4.6	5.9	4.5	6.0
Suitability of software	5.5	6.2	4.6	6.1	5.3	5.9	5.1	6.1

Results relating to the Conservatoire should be treated with caution as they are based on less than ten respondents who have made use of UCE computing facilities

Figure 20: Student perception of computing facilities by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	5.2	6.1	4.7	6.2	4.5	6.1	4.5	5.9	4.6	5.7
Availability of a computer	4.8	6.2	4.3	6.3	4.1	6.2	4.3	6.1	4.7	5.9
Ease of using computers	5.1	6.2	5.2	6.3	5.0	6.1	4.8	5.9	4.9	5.8
Training in the use of computers	4.3	6.1	4.1	6.3	3.7	6.2	3.9	5.8	4.1	5.8
Info about computing facilities	4.4	5.9	4.2	6.0	3.9	5.8	4.0	5.6	4.2	5.7
Helpfulness of technicians	4.9	6.1	4.9	6.3	4.4	6.1	4.6	5.9	4.6	5.8
Maintenance level of computers	5.0	6.1	4.8	6.2	4.6	6.0	4.6	5.7	4.9	5.9
Availability of printers	4.2	6.2	3.9	6.3	3.6	6.2	4.0	5.9	4.3	5.8
Quality of printing	4.3	6.2	4.4	6.3	4.0	6.1	3.9	5.8	4.1	5.9
Maintenance of printers	4.6	6.0	4.6	6.1	4.2	6.1	4.2	5.7	4.6	5.6
Suitability of software	5.3	6.2	5.2	6.3	4.9	6.1	5.0	6.0	4.8	5.9

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.6	6.2	4.6	5.9	4.6	5.7	4.4	5.9
Availability of a computer	4.5	6.2	4.2	5.9	3.9	5.9	3.9	5.8
Ease of using computers	5.2	6.0	5.0	6.0	5.0	5.9	4.5	6.2
Training in the use of computers	3.9	6.1	3.7	5.9	3.5	6.3	3.8	6.2
Info about computing facilities	4.0	5.7	3.9	5.8	3.9	5.9	3.6	5.9
Helpfulness of technicians	4.9	6.1	4.6	6.0	4.6	6.5	4.9	5.9
Maintenance level of computers	4.6	6.0	4.9	5.9	4.4	6.2	5.2	5.8
Availability of printers	3.7	6.3	4.1	5.9	4.3	6.5	3.8	5.9
Quality of printing	4.6	6.2	4.7	5.8	4.5	6.3	5.2	6.1
Maintenance of printers	4.4	6.0	4.6	5.8	4.6	6.3	5.2	6.0
Suitability of software	5.0	6.1	4.7	6.0	5.1	6.5	5.5	6.1

Figure 21: Student perception of computing facilities by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.7	6.0	4.8	6.1	4.7	5.9	4.8	6.1
Availability of a computer	4.4	6.1	4.3	6.2	4.5	6.1	4.3	6.2
Ease of using computers	5.1	6.0	4.9	6.2	5.0	6.0	5.1	6.2
Training in the use of computers	4.0	6.0	4.0	6.3	3.9	6.1	4.0	6.1
Info about computing facilities	4.1	5.7	4.1	6.0	4.2	5.9	4.1	5.8
Helpfulness of technicians	4.7	6.0	4.8	6.3	4.8	6.1	4.7	6.1
Maintenance level of computers	4.7	6.0	4.9	6.1	4.8	5.9	4.8	6.1
Availability of printers	3.9	6.1	4.0	6.3	4.1	6.1	3.9	6.2
Quality of printing	4.1	6.0	4.5	6.2	4.2	6.0	4.3	6.2
Maintenance of printers	4.4	5.9	4.6	6.1	4.5	5.9	4.5	6.0
Suitability of software	5.0	6.1	5.3	6.2	5.0	6.1	5.2	6.2

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.5	6.1	5.1	6.1	4.8	6.0
Availability of a computer	4.2	6.2	4.7	6.2	4.4	6.1
Ease of using computers	5.0	6.1	5.1	6.2	5.0	6.1
Training in the use of computers	3.8	6.2	4.2	6.3	4.0	6.1
Info about computing facilities	4.0	6.0	4.2	6.1	4.1	5.8
Helpfulness of technicians	4.5	6.2	4.9	6.1	4.8	6.1
Maintenance level of computers	4.5	6.1	5.1	6.1	4.9	6.0
Availability of printers	3.7	6.2	4.4	6.1	4.0	6.2
Quality of printing	3.7	6.1	4.7	6.0	4.4	6.1
Maintenance of printers	4.1	6.0	4.7	6.1	4.6	5.9
Suitability of software	4.9	6.1	5.3	6.1	5.1	6.2

Figure 22: Student perception of computing facilities by faclities used

Item	*Atwood*		*B7*		*Feeney*		*GG*		*B2/3*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.7	6.0	4.2	5.9	4.8	6.2	4.0	6.2	5.2	6.2
Availability of a computer	4.8	6.1	4.4	5.9	4.8	6.1	3.5	6.2	4.9	6.5
Ease of using computers	5.3	6.0	4.6	6.1	5.5	5.8	4.6	6.2	5.3	6.4
Training in the use of computers	4.2	6.0	4.0	6.1	4.2	5.9	3.4	6.3	4.6	6.3
Info about computing facilities	4.1	5.9	3.9	5.6	4.3	5.6	3.7	5.9	4.7	5.9
Helpfulness of technicians	4.6	6.0	4.7	5.8	4.1	5.9	4.9	6.3	4.8	6.3
Maintenance level of computers	4.5	6.1	5.1	5.5	4.2	5.9	5.1	6.2	4.9	6.3
Availability of printers	3.5	6.2	4.8	6.0	3.8	6.2	4.1	6.2	3.8	6.4
Quality of printing	3.5	6.0	4.1	6.0	2.8	6.0	5.0	6.3	4.6	6.3
Maintenance of printers	4.0	5.9	4.8	5.5	3.6	5.9	4.9	6.1	4.7	6.2
Suitability of software	4.6	6.1	5.1	5.5	4.6	6.2	5.3	6.2	5.4	6.3

Item	*Cox*		*Galton*		*D3*		*V St*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	5.0	6.2	4.8	6.1	5.1	6.0	4.8	5.9
Availability of a computer	4.6	6.3	3.9	6.3	4.3	6.0	4.4	6.0
Ease of using computers	5.0	6.1	5.0	6.1	4.7	6.3	4.7	6.0
Training in the use of computers	4.7	6.4	3.8	5.9	4.2	6.2	3.7	6.2
Info about computing facilities	4.5	6.1	4.1	5.7	4.1	6.0	3.5	6.2
Helpfulness of technicians	5.6	6.5	4.5	6.1	4.4	6.1	4.1	6.3
Maintenance level of computers	5.2	6.1	4.4	6.0	4.5	6.1	5.1	6.1
Availability of printers	4.3	6.3	3.9	6.2	3.9	6.1	2.9	6.5
Quality of printing	4.2	6.2	3.5	6.1	4.4	6.2	5.0	6.2
Maintenance of printers	4.4	6.2	4.1	5.9	4.3	5.9	5.4	6.2
Suitability of software	5.6	6.3	5.2	6.2	5.2	6.2	5.1	6.4

Item	*B4/6*		*D4*		*WR*		*Edge*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.9	6.0	5.0	6.0	4.9	6.0	5.1	6.0
Availability of a computer	4.2	6.1	4.2	6.1	4.9	6.1	4.8	6.2
Ease of using computers	5.0	5.9	5.1	6.1	5.3	6.2	5.1	6.2
Training in the use of computers	3.9	6.0	3.6	6.0	4.3	6.3	4.0	6.1
Info about computing facilities	4.0	5.7	3.6	6.0	4.8	6.1	4.3	5.7
Helpfulness of technicians	5.0	5.8	3.9	6.0	5.3	6.3	5.2	6.2
Maintenance level of computers	4.7	5.7	4.3	6.0	5.6	6.0	5.0	6.1
Availability of printers	3.7	6.0	3.7	5.9	4.6	6.2	4.1	6.3
Quality of printing	4.4	5.9	3.9	6.0	5.5	6.2	5.0	6.2
Maintenance of printers	4.4	5.8	3.9	6.1	5.5	6.1	4.9	6.0
Suitability of software	4.9	6.0	4.9	6.2	5.6	6.3	5.1	6.2

Figure 23: Student perception of computing facilities by system used

Item	*DOS/Win*		*Mac*		*D/W & M*		*DK*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.8	6.1	4.8	6.1	4.6	6.1	4.6	5.9
Availability of a computer	4.5	6.2	4.4	6.2	4.2	6.2	4.2	6.0
Ease of using computers	5.2	6.1	5.1	6.1	5.0	6.2	4.4	6.1
Training in the use of computers	4.2	6.1	4.1	6.1	4.0	6.3	3.7	6.1
Info about computing facilities	4.2	5.8	4.1	5.8	4.2	5.9	3.8	5.8
Helpfulness of technicians	4.7	6.1	4.7	6.1	5.1	6.2	4.3	6.1
Maintenance level of computers	4.6	6.1	4.7	6.0	5.1	6.1	4.8	5.9
Availability of printers	3.8	6.2	3.9	6.2	4.0	6.3	4.4	5.9
Quality of printing	3.8	6.1	4.0	6.2	4.9	6.3	4.8	6.0
Maintenance of printers	4.2	6.0	4.3	6.0	5.0	6.1	4.8	5.8
Suitability of software	5.0	6.2	5.1	6.2	5.3	6.3	5.1	5.9

Figure 24: Student perception of computing facilities by use

Item	*Daily*		*Weekly*		*Monthly*		*Rarely*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.8	6.4	4.9	6.2	4.8	6.1	4.6	5.8
Availability of a computer	4.5	6.4	4.5	6.3	4.4	6.3	4.2	5.9
Ease of using computers	5.5	6.2	5.3	6.2	5.0	6.2	4.6	6.0
Training in the use of computers	4.2	6.1	4.3	6.2	4.0	6.1	3.7	6.1
Info about computing facilities	4.2	5.9	4.4	5.9	4.1	5.8	3.9	5.8
Helpfulness of technicians	4.6	6.2	4.9	6.2	4.9	6.1	4.6	6.0
Maintenance level of computers	4.4	6.2	4.8	6.1	5.0	6.0	4.9	5.9
Availability of printers	3.6	6.3	3.9	6.2	4.1	6.3	4.0	6.0
Quality of printing	3.4	6.3	4.2	6.2	4.6	6.2	4.4	6.0
Maintenance of printers	4.0	6.2	4.4	6.0	4.7	6.0	4.6	5.9
Suitability of software	4.8	6.4	5.3	6.2	5.1	6.2	5.1	6.0

Figure 25: Student perception of computing facilities by packages used

Item	*WP*		*Spread*		*Stats*		*Graph*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.8	6.1	4.8	6.1	4.8	6.1	4.7	6.1
Availability of a computer	4.4	6.2	4.4	6.2	4.5	6.2	4.3	6.2
Ease of using computers	5.1	6.1	5.1	6.1	5.2	6.1	5.1	6.1
Training in the use of computers	4.1	6.1	4.1	6.0	4.2	6.2	4.1	6.2
Info about computing facilities	4.2	5.8	4.2	5.8	4.3	5.9	4.1	5.9
Helpfulness of technicians	4.8	6.1	4.7	6.1	4.7	6.1	4.9	6.1
Maintenance level of computers	4.8	6.0	4.7	6.0	4.7	6.1	4.9	6.2
Availability of printers	4.0	6.2	3.9	6.2	4.0	6.3	3.8	6.3
Quality of printing	4.2	6.2	3.9	6.1	3.9	6.2	4.1	6.2
Maintenance of printers	4.5	6.0	4.3	6.0	4.3	6.0	4.5	6.1
Suitability of software	5.1	6.2	5.0	6.2	4.9	6.2	5.1	6.3

Item	*DTP*		*CAD*		*Dbases*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opening hours of computer rooms	4.4	6.2	4.5	6.1	4.6	6.1
Availability of a computer	4.2	6.3	4.5	6.1	4.3	6.1
Ease of using computers	5.3	6.2	5.2	6.1	5.1	6.0
Training in the use of computers	4.3	6.2	4.1	6.2	4.1	6.0
Info about computing facilities	4.1	5.9	4.0	5.8	4.1	5.8
Helpfulness of technicians	4.7	6.2	4.8	6.1	4.5	6.1
Maintenance level of computers	4.9	6.3	4.8	6.1	4.6	6.0
Availability of printers	3.8	6.3	3.8	6.2	3.8	6.2
Quality of printing	4.3	6.2	4.2	6.2	3.8	6.1
Maintenance of printers	4.6	6.2	4.5	6.0	4.1	6.0
Suitability of software	5.0	6.4	4.9	6.2	4.8	6.2

Figure 26: Student perception of refectories by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	4.1	5.7	4.8	5.5	4.4	5.6	4.4	5.8	3.5	6.1
Quality of food	4.6	6.1	4.8	5.8	4.3	6.0	4.6	6.1	3.6	6.3
Helpfulness of staff	5.3	5.8	5.3	5.5	5.1	5.5	5.5	5.8	4.9	5.9
Opening hours	5.0	5.8	4.9	5.7	5.0	5.7	5.0	5.8	4.2	6.2
Speed of service	5.0	5.8	5.2	5.6	5.1	5.7	5.1	5.9	5.0	5.9
Cost of drinks	3.4	6.0	3.4	5.8	3.6	5.8	3.4	6.0	2.8	6.3
Value for money of drinks	3.3	6.0	3.4	5.8	3.6	5.8	3.5	6.1	2.7	6.3
Cost of food	3.8	6.0	3.9	5.9	3.6	6.0	3.6	6.2	2.5	6.3
Value for money of food	3.9	6.1	4.0	5.9	3.6	6.0	3.7	6.2	2.7	6.3
Cleanliness	5.4	6.4	5.6	6.1	5.4	6.1	5.5	6.4	5.8	6.4
Comfort	4.0	6.0	5.2	5.7	4.8	5.7	5.0	6.1	6.1	6.1
Availability of seats	3.5	6.1	5.1	5.8	5.1	5.9	4.5	6.2	6.4	6.3
Vending machines										
Availability of vending machines	4.8	5.5	5.3	5.1	5.3	5.3	5.4	5.2	1.7	5.4
Price of items	4.0	5.6	4.0	5.4	4.3	5.4	4.1	5.6	1.7	5.8
Range of items	4.4	5.5	4.9	5.3	4.8	5.3	4.6	5.4	2.0	5.8
Reliability of vending machines	4.6	5.7	4.6	5.4	4.7	5.6	4.8	5.6	2.1	6.0

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	4.3	5.5	4.6	5.6	4.7	5.5	4.4	5.6
Quality of food	4.4	5.8	4.5	6.0	4.7	5.9	4.5	6.0
Helpfulness of staff	4.9	5.7	5.3	5.5	5.4	5.7	5.2	5.7
Opening hours	5.1	5.7	5.3	5.7	5.4	5.8	5.1	5.7
Speed of service	4.1	5.8	5.1	5.6	5.1	5.8	5.0	5.7
Cost of drinks	3.6	5.8	3.1	5.9	3.3	6.0	3.4	5.9
Value for money of drinks	3.6	5.8	3.0	5.9	3.2	6.0	3.4	5.9
Cost of food	3.7	6.0	3.4	5.9	3.3	6.1	3.6	6.0
Value for money of food	3.7	6.0	3.6	6.0	3.5	6.2	3.7	6.0
Cleanliness	5.3	6.2	5.6	6.2	5.6	6.3	5.5	6.2
Comfort	4.8	5.7	5.3	5.8	5.3	6.0	4.9	5.8
Availability of seats	4.5	5.9	4.9	5.9	4.7	6.0	4.7	6.0
Vending machines								
Availability of vending machines	4.7	5.1	5.0	5.2	5.4	5.4	5.1	5.3
Price of items	4.0	5.3	4.0	5.4	4.3	5.6	4.1	5.5
Range of items	4.3	5.1	4.7	5.3	4.7	5.5	4.6	5.4
Reliability of vending machines	4.3	5.4	4.7	5.6	4.6	5.7	4.6	5.6

Figure 27: Student perception of refectories by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	4.6	5.6	4.3	5.8	4.1	5.6	4.8	5.5	4.5	5.4
Quality of food	4.6	6.0	4.3	6.1	4.1	5.9	4.8	5.8	4.6	5.7
Helpfulness of staff	5.3	5.7	5.0	5.7	4.9	5.6	5.3	5.5	5.2	5.5
Opening hours	5.3	5.8	5.1	5.8	4.8	5.7	5.2	5.7	4.9	5.6
Speed of service	5.3	5.8	4.9	5.8	4.7	5.7	5.1	5.7	5.1	5.6
Cost of drinks	3.4	6.0	3.1	6.1	2.9	6.0	3.8	5.7	3.6	5.5
Value for money of drinks	3.4	6.0	3.1	6.1	2.9	6.0	3.7	5.8	3.6	5.7
Cost of food	3.4	6.1	3.1	6.3	3.0	6.0	4.2	5.9	4.1	5.7
Value for money of food	3.7	6.1	3.2	6.2	3.1	6.1	4.2	5.9	4.1	5.7
Cleanliness	5.6	6.3	5.5	6.3	5.4	6.2	5.5	6.2	5.6	6.1
Comfort	5.0	5.9	4.9	6.0	4.8	5.8	5.1	5.7	5.1	5.7
Availability of seats	4.8	6.0	4.4	6.1	4.4	5.9	5.1	5.9	5.1	5.8
Vending machines										
Availability of vending machines	5.3	5.3	5.2	5.4	4.9	5.2	5.2	5.2	5.1	5.1
Price of items	4.1	5.7	4.2	5.6	3.9	5.4	4.3	5.4	4.2	5.1
Range of items	4.7	5.5	4.7	5.4	4.3	5.3	4.8	5.3	4.7	5.1
Reliability of vending machines	4.8	5.8	4.5	5.7	4.3	5.5	4.8	5.6	4.6	5.3

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	3.9	5.6	4.5	5.5	4.7	5.4	4.5	5.5
Quality of food	4.3	6.0	4.7	5.8	4.7	5.8	5.1	6.1
Helpfulness of staff	5.6	5.7	5.6	5.8	5.3	5.7	5.7	5.9
Opening hours	4.8	5.6	4.7	5.9	4.4	5.4	5.4	5.8
Speed of service	5.0	5.7	5.1	5.8	5.1	5.8	5.2	5.7
Cost of drinks	3.1	6.1	3.9	5.5	4.2	5.8	3.7	6.0
Value for money of drinks	3.0	6.1	3.9	5.7	3.9	5.8	3.7	5.9
Cost of food	3.3	6.1	4.3	5.8	4.3	5.7	4.2	5.9
Value for money of food	3.3	6.2	4.3	5.8	4.2	5.8	4.4	6.0
Cleanliness	5.5	6.3	5.5	6.2	5.3	6.1	5.7	6.4
Comfort	4.9	5.9	4.8	5.8	4.6	5.4	4.5	5.9
Availability of seats	4.7	6.0	5.2	6.0	4.8	5.3	4.0	6.0
Vending machines								
Availability of vending machines	5.1	5.2	5.1	5.3	4.9	5.1	4.7	5.3
Price of items	3.8	5.7	4.4	5.4	4.3	5.3	4.1	5.3
Range of items	4.5	5.5	4.8	5.4	4.3	5.3	4.5	5.3
Reliability of vending machines	4.4	5.7	4.7	5.5	4.4	5.7	4.7	5.4

Figure 28: Student perception of refectories by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	4.5	5.6	4.4	5.6	4.6	5.5	4.3	5.7
Quality of food	4.6	5.9	4.5	6.0	4.7	5.9	4.4	6.0
Helpfulness of staff	5.3	5.6	5.2	5.7	5.5	5.7	5.1	5.6
Opening hours	5.1	5.7	5.1	5.8	5.1	5.8	5.0	5.7
Speed of service	5.1	5.6	5.0	5.8	5.1	5.8	5.0	5.7
Cost of drinks	3.4	5.8	3.4	6.0	3.6	5.8	3.2	6.0
Value for money of drinks	3.4	5.8	3.4	6.0	3.5	5.9	3.2	6.0
Cost of food	3.7	6.0	3.5	6.1	4.0	5.9	3.3	6.1
Value for money of food	3.8	6.0	3.6	6.1	4.0	6.0	3.4	6.1
Cleanliness	5.6	6.2	5.4	6.3	5.6	6.3	5.4	6.2
Comfort	5.0	5.7	4.9	5.9	5.0	5.8	4.9	5.9
Availability of seats	4.9	5.9	4.6	6.1	5.0	6.0	4.5	6.0
Vending machines								
Availability of vending machines	5.1	5.2	5.1	5.4	5.1	5.2	5.2	5.3
Price of items	4.1	5.4	4.2	5.6	4.2	5.4	4.1	5.6
Range of items	4.7	5.3	4.6	5.4	4.6	5.3	4.6	5.4
Reliability of vending machines	4.7	5.5	4.5	5.7	4.7	5.6	4.6	5.6

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	3.9	5.8	4.4	5.7	4.5	5.6
Quality of food	4.2	6.2	4.4	6.0	4.6	5.9
Helpfulness of staff	5.1	5.7	5.1	5.9	5.3	5.6
Opening hours	4.9	5.8	5.2	5.8	5.1	5.7
Speed of service	5.0	5.7	5.2	5.9	5.0	5.7
Cost of drinks	3.0	6.0	3.5	6.0	3.5	5.9
Value for money of drinks	3.0	5.9	3.3	6.0	3.4	5.9
Cost of food	3.0	6.1	3.5	6.2	3.7	6.0
Value for money of food	3.2	6.1	3.5	6.1	3.8	6.0
Cleanliness	5.3	6.3	5.5	6.4	5.5	6.2
Comfort	5.0	6.1	5.4	6.1	4.9	5.8
Availability of seats	4.5	6.0	5.1	6.1	4.7	6.0
Vending machines						
Availability of vending machines	5.1	5.5	5.2	5.4	5.1	5.2
Price of items	3.9	5.6	4.3	5.5	4.2	5.5
Range of items	4.2	5.6	4.5	5.5	4.7	5.3
Reliability of vending machines	4.4	5.8	4.2	5.7	4.7	5.6

Figure 29: Student perception of refectories by main refectory used

Item	*Quad*		*Edge*		*Bourn*		*B3*		*Con*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	4.7	5.7	4.8	5.6	4.4	5.6	4.3	5.6	3.7	5.9
Quality of food	4.6	6.0	4.9	5.9	5.0	6.1	4.7	6.0	3.8	6.1
Helpfulness of staff	5.2	5.6	5.6	5.7	5.8	6.0	5.8	6.0	4.9	5.7
Opening hours	5.4	5.8	4.6	5.7	5.3	5.8	5.0	6.0	4.4	6.0
Speed of service	5.2	5.7	5.2	5.7	5.0	5.8	5.3	5.9	5.0	5.6
Cost of drinks	3.3	5.9	3.3	5.9	3.6	5.9	3.5	6.1	2.9	6.0
Value for money of drinks	3.2	5.9	3.3	6.0	3.6	5.9	3.4	6.1	2.8	6.0
Cost of food	3.4	6.1	3.8	6.0	4.2	5.9	3.6	6.1	2.8	6.0
Value for money of food	3.6	6.1	3.9	6.1	4.3	6.0	3.7	6.1	3.0	6.0
Cleanliness	5.7	6.3	5.7	6.2	5.7	6.4	5.3	6.3	5.5	6.3
Comfort	5.3	5.9	5.2	5.8	4.2	5.9	4.9	6.0	5.8	6.0
Availability of seats	4.8	6.0	5.4	5.8	4.0	6.1	4.7	6.0	6.0	6.1
Vending machines										
Availability of vending machines	5.3	5.3	5.4	5.2	5.2	5.2	5.3	5.2	2.8	5.3
Price of items	4.2	5.6	4.1	5.6	3.9	5.4	4.1	5.5	3.1	5.2
Range of items	4.8	5.4	4.8	5.4	4.4	5.3	4.8	5.5	3.5	4.9
Reliability of vending machines	4.7	5.6	4.6	5.6	4.8	5.5	5.1	5.6	3.5	5.6

	V st		*Cenfac*		*GG*		*D3*		*WR*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Range of food	4.7	5.4	4.3	5.5	3.9	5.7	4.3	5.6	4.3	5.4
Quality of food	5.1	6.0	4.1	5.9	4.3	6.0	4.8	5.9	4.4	5.8
Helpfulness of staff	5.6	5.8	5.1	5.4	5.0	5.7	5.3	5.7	4.9	5.7
Opening hours	5.4	5.5	5.0	5.5	4.6	5.8	4.5	5.8	5.1	5.7
Speed of service	5.2	5.7	5.3	5.7	5.0	5.8	4.8	5.9	4.1	5.8
Cost of drinks	3.1	5.8	3.6	5.8	3.4	6.1	3.8	5.9	3.6	5.8
Value for money of drinks	3.2	5.8	3.6	5.9	3.3	6.1	3.8	6.0	3.6	5.8
Cost of food	4.2	6.0	3.8	6.0	3.5	6.1	3.8	6.1	3.7	6.0
Value for money of food	4.4	6.0	3.6	6.0	3.6	6.2	4.1	6.0	3.8	6.0
Cleanliness	5.8	6.3	5.1	6.1	5.2	6.3	5.6	6.4	5.3	6.2
Comfort	4.9	6.0	4.4	5.6	3.7	6.0	4.9	6.0	4.8	5.7
Availability of seats	3.6	5.8	5.3	5.8	3.2	6.2	4.2	6.1	4.5	5.9
Vending machines										
Availability of vending machines	1.8	5.6	5.5	5.4	5.2	5.6	5.0	5.3	4.8	5.2
Price of items	3.3	5.1	4.2	5.5	4.1	5.8	3.9	5.6	4.0	5.4
Range of items	2.7	5.1	4.7	5.3	4.5	5.6	4.6	5.5	4.3	5.2
Reliability of vending machines	3.5	5.1	4.6	5.6	4.7	5.8	4.5	5.8	4.2	5.5

Figure 30: Student perception of UCE accommodation by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	5.5	6.4	5.2	6.3	4.4	6.3	5.5	6.4	5.6	6.2
Size of your room	4.8	6.3	5.7	6.1	5.0	5.9	5.3	6.0	5.7	6.1
Overall comfort of your bedroom	5.1	6.3	5.3	6.3	5.2	6.1	5.3	6.3	4.9	6.3
Range of facilities in accommodation	4.4	6.5	5.1	6.2	4.4	6.2	5.0	6.3	4.4	6.4
Cleanliness	4.3	6.4	4.9	6.2	4.3	6.0	4.9	6.1	4.1	6.5
Noise levels	4.0	6.3	4.7	5.9	4.3	5.8	4.2	6.2	4.5	6.3
Security	5.1	6.7	4.7	6.6	4.5	6.2	4.6	6.5	4.4	6.4
Cost	4.9	6.6	4.5	6.2	4.2	6.2	4.6	6.6	3.9	6.4
Value for money	4.7	6.5	4.6	6.3	4.4	6.3	4.8	6.5	3.9	6.4
Accuracy of info about accommodation	4.6	6.1	4.8	5.9	4.3	5.8	4.7	6.2	4.2	6.2
Availability of UCE accommodation	4.8	6.1	4.5	6.2	4.2	6.0	4.9	6.4	4.8	6.5
For halls of residence										
Helpfulness of hall managers	4.8	6.4	3.8	6.3	3.8	5.9	4.7	6.1	SN	SN
For Private Property Unit										
'Up-to dateness' of address lists	4.5	6.7	4.5	6.3	4.5	5.6	5.3	6.2	SN	SN
Helpfulness of staff in the unit	4.6	6.0	4.7	6.3	4.5	5.8	4.8	6.4	SN	SN

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	6.3	6.4	5.1	5.5	5.4	6.4	5.2	6.3
Size of your room	5.3	6.2	4.7	5.9	6.1	5.9	5.2	6.0
Overall comfort of your bedroom	5.2	6.2	4.9	6.0	5.7	6.2	5.2	6.2
Range of facilities in accommodation	3.9	6.5	4.8	6.1	5.0	6.2	4.6	6.3
Cleanliness	5.1	6.2	4.7	6.3	4.8	6.2	4.6	6.2
Noise levels	4.2	5.9	4.8	5.9	4.3	6.2	4.3	6.1
Security	5.0	6.4	4.7	5.9	4.3	6.7	4.7	6.5
Cost	3.4	6.3	4.5	6.1	3.9	6.4	4.4	6.4
Value for money	3.5	6.5	4.8	6.1	4.0	6.5	4.4	6.4
Accuracy of info about accommodation	4.4	6.3	5.1	5.9	4.6	6.2	4.6	6.0
Availability of UCE accommodation	4.5	6.4	4.1	6.1	4.7	6.4	4.6	6.2
For halls of residence								
Helpfulness of hall managers	SN	SN	SN	SN	3.9	6.1	4.4	6.1
For Private Property Unit								
'Up-to dateness' of address lists	SN	SN	SN	SN	5.1	6.7	4.7	6.2
Helpfulness of staff in the unit	SN	SN	SN	SN	4.9	6.0	4.6	6.1

Figure 31: Student perception of UCE accommodation by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	5.2	6.3	4.9	6.6	5.6	6.2	SN	SN	SN	SN
Size of your room	5.3	6.1	5.2	6.1	5.3	6.0	SN	SN	SN	SN
Overall comfort of your bedroom	5.4	6.2	5.0	6.4	5.5	6.4	SN	SN	SN	SN
Range of facilities in accommodation	4.6	6.3	4.6	6.3	5.0	6.3	SN	SN	SN	SN
Cleanliness	4.6	6.2	4.8	6.3	4.4	6.3	SN	SN	SN	SN
Noise levels	4.2	6.1	4.5	6.1	4.9	6.1	SN	SN	SN	SN
Security	4.9	6.4	4.5	6.5	4.1	6.5	SN	SN	SN	SN
Cost	4.3	6.4	4.5	6.5	4.2	6.5	SN	SN	SN	SN
Value for money	4.5	6.4	4.4	6.5	4.1	6.4	SN	SN	SN	SN
Accuracy of info about accommodation	4.6	6.1	4.6	6.0	4.5	6.0	SN	SN	SN	SN
Availability of UCE accommodation	4.7	6.2	4.1	6.2	4.3	6.2	SN	SN	SN	SN
For halls of residence										
Helpfulness of hall managers	4.4	6.1	4.4	6.1	3.1	5.7	SN	SN	SN	SN
For Private Property Unit										
'Up-to dateness' of address lists	5.0	5.9	4.5	6.3	4.1	6.3	SN	SN	SN	SN
Helpfulness of staff in the unit	5.0	6.1	4.5	6.5	4.5	6.0	SN	SN	SN	SN

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	SN	SN	SN	SN	SN	SN	SN	SN
Size of your room	SN	SN	SN	SN	SN	SN	SN	SN
Overall comfort of your bedroom	SN	SN	SN	SN	SN	SN	SN	SN
Range of facilities in accommodation	SN	SN	SN	SN	SN	SN	SN	SN
Cleanliness	SN	SN	SN	SN	SN	SN	SN	SN
Noise levels	SN	SN	SN	SN	SN	SN	SN	SN
Security	SN	SN	SN	SN	SN	SN	SN	SN
Cost	SN	SN	SN	SN	SN	SN	SN	SN
Value for money	SN	SN	SN	SN	SN	SN	SN	SN
Accuracy of info about accommodation	SN	SN	SN	SN	SN	SN	SN	SN
Availability of UCE accommodation	SN	SN	SN	SN	SN	SN	SN	SN
For halls of residence								
Helpfulness of hall managers	SN	SN	SN	SN	SN	SN	SN	SN
For Private Property Unit								
'Up-to dateness' of address lists	SN	SN	SN	SN	SN	SN	SN	SN
Helpfulness of staff in the unit	SN	SN	SN	SN	SN	SN	SN	SN

Figure 32: Student perception of UCE accommodation by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	4.9	6.1	5.4	6.4	5.2	5.9	5.2	6.3
Size of your room	5.1	5.9	5.3	6.1	4.1	5.8	5.4	6.1
Overall comfort of your bedroom	5.1	6.1	5.4	6.3	4.9	6.0	5.3	6.2
Range of facilities in accommodation	4.6	6.2	4.7	6.4	4.8	6.3	4.6	6.3
Cleanliness	4.7	6.0	4.5	6.4	4.2	6.5	4.6	6.2
Noise levels	4.6	5.9	4.1	6.2	3.9	6.2	4.3	6.0
Security	4.7	6.3	4.7	6.5	4.6	6.3	4.7	6.5
Cost	4.4	6.4	4.3	6.4	4.3	6.2	4.4	6.4
Value for money	4.6	6.4	4.4	6.4	4.4	6.3	4.4	6.4
Accuracy of info about accommodation	4.4	5.9	4.6	6.1	4.6	5.7	4.6	6.1
Availability of UCE accommodation	4.4	6.1	4.6	6.3	5.2	6.1	4.5	6.2
For halls of residence								
Helpfulness of hall managers	4.1	5.9	4.5	6.2	4.4	5.7	4.4	6.1
For Private Property Unit								
'Up-to dateness' of address lists	4.8	6.0	4.6	6.4	5.6	6.3	4.6	6.2
Helpfulness of staff in the unit	4.8	6.0	4.3	6.2	4.8	5.4	4.6	6.2

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	5.2	6.4	5.4	6.7	5.2	6.3
Size of your room	5.1	6.1	5.1	6.9	5.3	6.0
Overall comfort of your bedroom	5.2	6.3	5.1	6.7	5.3	6.2
Range of facilities in accommodation	4.5	6.2	4.9	6.6	4.7	6.3
Cleanliness	4.3	6.3	5.7	7.0	4.6	6.2
Noise levels	4.4	6.1	5.3	6.7	4.3	6.0
Security	4.5	6.5	6.0	6.6	4.6	6.4
Cost	4.4	6.5	5.1	6.9	4.3	6.3
Value for money	4.4	6.3	5.3	6.7	4.4	6.4
Accuracy of info about accommodation	4.4	5.9	5.4	6.4	4.6	6.1
Availability of UCE accommodation	4.2	6.1	4.8	6.3	4.6	6.2
For halls of residence						
Helpfulness of hall managers	3.9	6.2	4.3	5.3	4.5	6.1
For Private Property Unit						
'Up-to dateness' of address lists	4.2	5.7	4.8	6.7	4.8	6.2
Helpfulness of staff in the unit	3.3	5.6	5.8	6.7	4.7	6.1

Results relating to Black students should be treated with caution as they are based on 4–7 respondents who live in UCE accommodation

Figure 33: Student perception of UCE accommodation by location

Item	*Copp*		*WR*		*Cam*		*PPU*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Location/convenience	6.5	6.5	3.8	6.1	6.6	6.6	5.0	6.3
Size of your room	6.0	6.0	4.8	6.0	4.7	6.4	5.3	6.0
Overall comfort of your bedroom	6.0	6.2	5.0	6.2	4.5	6.4	5.3	6.2
Range of facilities in accommodation	5.7	6.2	3.7	6.3	3.8	6.5	4.8	6.3
Cleanliness	5.3	6.1	4.1	6.1	3.4	6.7	4.8	6.2
Noise levels	4.1	6.1	3.7	6.0	3.5	6.2	4.9	6.0
Security	5.4	6.3	4.7	6.3	5.8	6.6	4.2	6.5
Cost	3.7	6.4	4.2	6.2	4.8	6.6	4.7	6.4
Value for money	4.3	6.3	4.2	6.4	4.4	6.6	4.7	6.4
Accuracy of info about accommodation	5.0	5.9	4.2	5.8	4.8	6.3	4.6	6.2
Availability of UCE accommodation	5.0	6.3	4.6	6.0	5.3	6.4	4.3	6.2
For halls of residence								
Helpfulness of hall managers	4.2	6.0	3.9	6.0	5.5	6.4	NA	NA
For Private Property Unit								
'Up-to dateness' of address lists	NA	NA	NA	NA	NA	NA	4.8	6.1
Helpfulness of staff in the unit	NA	NA	NA	NA	NA	NA	4.7	6.2

Figure 34: Student perception of student services by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Careers										
Usefulness of advice	4.2	6.2	4.6	6.1	4.9	6.4	5.0	6.7	3.3	6.1
Location of services	3.8	5.8	4.5	5.3	4.8	6.0	5.3	6.2	3.5	5.8
Comprehensiveness of careers info	3.9	5.8	4.5	5.8	4.9	6.2	4.9	6.5	3.0	5.8
Chaplaincy										
Represents a range of religions	4.2	4.7	3.9	4.2	4.4	4.6	5.9	5.3	5.0	4.0
Approachability	4.3	5.0	4.2	4.2	4.5	4.5	6.2	6.1	4.0	4.5
Counselling										
Accessibility	4.4	6.0	3.9	5.3	4.8	5.8	4.8	6.3	4.4	6.0
Usefulness	4.1	5.7	4.0	5.2	5.0	5.9	4.8	6.5	5.2	6.2
Supportiveness	4.2	5.9	4.2	5.2	5.1	5.8	5.3	6.4	5.5	5.8
Child Care										
Range of ages catered for	3.6	5.0	4.1	4.4	4.1	4.9	4.8	5.2	SN	SN
Opening hours of nurseries	3.8	4.6	3.6	4.6	4.0	4.6	5.0	5.2	SN	SN
Disability Services										
Range of services	3.9	5.4	4.4	5.5	4.5	4.9	4.2	5.9	SN	SN
Contactability of staff	4.0	5.4	4.3	5.2	3.9	4.9	4.5	5.9	SN	SN
Healthcare										
Opening times	4.3	6.2	4.0	5.7	4.1	5.8	4.4	6.3	3.0	6.6
Supportiveness of staff	5.1	6.3	5.0	6.0	4.8	5.9	5.3	6.4	3.3	6.5
Usefulness of treatment	4.6	6.3	4.9	5.9	4.7	6.0	4.8	6.4	4.2	6.5
Financial Services										
Availability of financial advice	4.1	6.1	4.3	5.7	4.8	6.2	5.3	6.3	3.0	5.8
Usefulness of financial advice	4.3	6.1	4.7	5.7	4.8	6.2	5.3	6.3	3.8	6.3

Figure 34: Student perception of student services by faculty continued

	Educ		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Careers								
Usefulness of advice	4.8	6.5	5.1	6.2	5.3	5.9	4.8	6.3
Location of services	4.5	5.9	5.3	5.9	4.7	5.4	4.7	5.8
Comprehensiveness of careers info	4.7	6.2	5.0	6.0	5.0	5.8	4.7	6.1
Chaplaincy								
Represents a range of religions	4.2	4.4	4.1	4.9	4.4	5.2	4.3	4.6
Approachability	4.9	4.2	4.2	5.2	4.1	5.6	4.5	4.8
Counselling								
Accessibility	4.3	5.5	5.1	5.9	4.9	5.9	4.6	5.8
Usefulness	4.7	5.7	5.1	5.8	4.7	6.0	4.6	5.8
Supportiveness	4.9	6.0	4.9	5.8	4.8	6.1	4.8	5.9
Child Care								
Range of ages catered for	4.3	5.9	4.6	5.6	2.6	6.2	3.9	5.4
Opening hours of nurseries	5.2	6.0	4.9	5.6	4.0	5.9	4.4	5.3
Disability Services								
Range of services	5.2	4.9	5.3	5.7	2.8	5.4	4.4	5.4
Contactability of staff	5.0	5.2	4.5	5.4	3.5	5.0	4.2	5.2
Healthcare								
Opening times	4.0	5.9	4.6	6.0	4.6	6.0	4.2	6.0
Supportiveness of staff	5.0	6.0	5.4	5.9	5.1	6.0	5.0	6.1
Usefulness of treatment	4.9	6.1	5.1	5.9	5.0	6.1	4.8	6.1
Financial Services								
Availability of financial advice	4.3	6.0	4.5	6.1	5.3	5.9	4.6	6.1
Usefulness of financial advice	4.7	5.9	4.6	6.1	5.1	5.9	4.8	6.0

Figure 35: Student perception of student services by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Careers										
Usefulness of advice	5.0	6.5	5.1	6.4	4.4	6.3	4.8	5.6	4.9	6.3
Location of services	4.9	6.0	4.9	6.0	4.5	5.8	4.5	5.3	4.3	6.1
Comprehensiveness of careers info	5.0	6.2	4.9	6.1	4.5	6.2	4.7	5.7	4.7	6.2
Chaplaincy										
Represents a range of religions	4.6	5.2	4.2	4.8	4.5	4.5	3.5	4.6	3.0	4.0
Approachability	4.7	5.2	4.3	4.9	4.8	4.7	3.4	4.7	3.0	4.7
Counselling										
Accessibility	5.2	6.3	4.7	5.8	4.0	5.7	4.2	5.1	4.0	5.2
Usefulness	5.2	6.3	4.5	5.7	4.6	6.1	3.7	5.1	3.8	4.8
Supportiveness	5.2	6.3	4.6	5.8	4.6	6.1	4.0	5.0	4.4	5.2
Child Care										
Range of ages catered for	4.9	5.4	4.4	5.6	3.5	5.8	3.6	4.7	3.0	5.5
Opening hours of nurseries	4.9	5.3	4.7	5.6	4.4	5.8	3.7	4.2	3.3	5.5
Disability Services										
Range of services	4.7	5.9	4.9	5.2	4.1	4.8	4.1	4.4	3.5	6.8
Contactability of staff	3.9	5.9	4.6	5.0	4.2	5.0	4.3	4.2	3.3	6.8
Healthcare										
Opening times	4.2	6.0	4.4	6.2	4.1	6.0	3.9	4.8	4.3	6.0
Supportiveness of staff	5.1	6.1	5.3	6.4	4.8	6.0	4.5	4.9	3.8	6.0
Usefulness of treatment	4.8	6.2	5.1	6.4	4.6	6.1	4.5	4.8	3.8	6.0
Financial Services										
Availability of financial advice	5.1	6.3	4.8	6.1	4.3	6.2	3.6	5.0	4.5	5.0
Usefulness of financial advice	5.2	6.2	5.0	6.2	4.4	6.3	4.0	4.8	5.0	4.9

Figure 35: Student perception of student services by mode/level/year continued

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Careers								
Usefulness of advice	5.0	6.2	4.3	5.9	3.6	6.3	5.1	6.1
Location of services	4.9	5.6	4.0	5.6	5.6	5.6	4.7	5.9
Comprehensiveness of careers info	4.6	6.2	4.1	5.8	3.4	6.4	4.8	5.7
Chaplaincy								
Represents a range of religions	4.1	3.9	4.5	3.0	4.8	5.3	5.0	5.0
Approachability	4.2	4.5	4.0	3.0	5.2	6.3	5.0	4.8
Counselling								
Accessibility	5.0	5.5	5.5	6.0	2.7	6.7	5.1	5.7
Usefulness	4.9	5.4	5.0	6.0	3.5	7.0	4.7	4.9
Supportiveness	4.8	5.4	5.3	6.0	4.0	7.0	5.5	5.8
Child Care								
Range of ages catered for	4.7	4.7	2.3	5.5	1.7	6.7	3.5	4.7
Opening hours of nurseries	4.6	5.0	3.7	5.3	4.0	6.0	4.7	4.4
Disability Services								
Range of services	4.7	5.6	4.0	5.5	2.0	7.0	4.1	5.1
Contactability of staff	4.7	5.3	4.0	5.5	2.0	7.0	4.3	4.8
Healthcare								
Opening times	4.5	5.3	4.3	6.6	2.5	6.5	4.7	6.1
Supportiveness of staff	5.2	6.1	5.3	6.6	5.0	6.5	5.1	6.1
Usefulness of treatment	5.1	5.5	5.8	6.3	3.7	6.8	4.6	6.1
Financial Services								
Availability of financial advice	4.6	5.9	4.3	5.9	3.0	7.0	3.5	5.8
Usefulness of financial advice	4.4	5.9	4.4	5.3	3.0	7.0	3.8	5.9

Figure 36: Student perception of student services by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Careers								
Usefulness of advice	4.69	6.19	4.87	6.37	4.58	6.11	4.87	6.37
Location of services	4.71	5.68	4.64	5.99	4.67	5.71	4.68	5.9
Comprehensiveness of careers info	4.66	5.95	4.69	6.21	4.5	5.94	4.75	6.15
Chaplaincy								
Represents a range of religions	4.23	4.48	4.51	4.83	4.32	4.56	4.36	4.69
Approachability	4.3	4.77	4.74	4.85	4.43	4.96	4.51	4.72
Counselling								
Accessibility	4.45	5.44	4.71	6.05	4.6	5.82	4.59	5.79
Usefulness	4.64	5.38	4.59	6.12	4.58	5.74	4.63	5.84
Supportiveness	4.67	5.39	4.83	6.2	4.77	5.83	4.75	5.86
Child Care								
Range of ages catered for	4.14	4.47	3.79	5.8	3.81	5.86	4.06	4.66
Opening hours of nurseries	4.04	4.58	4.56	5.62	4.44	5.77	4.26	4.55
Disability Services								
Range of services	4.58	5.25	4.17	5.45	3.81	5.58	4.89	5.17
Contactability of staff	4.03	5.18	4.39	5.3	3.97	5.58	4.39	4.95
Healthcare								
Opening times	4.21	5.72	4.23	6.15	4.27	5.97	4.21	6.01
Supportiveness of staff	5.04	5.77	4.98	6.25	4.94	6.03	5.02	6.1
Usefulness of treatment	4.91	5.72	4.75	6.32	4.65	5.95	4.85	6.15
Financial Services								
Availability of financial advice	4.52	5.95	4.73	6.13	4.64	5.89	4.64	6.14
Usefulness of financial advice	4.66	5.91	4.85	6.13	4.72	5.86	4.79	6.14

Figure 36: Student perception of student services by gender/age/ethnicity continued

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Careers						
Usefulness of advice	4.9	6.4	5.2	6.3	4.8	6.3
Location of services	4.6	5.9	5.0	6.0	4.7	5.8
Comprehensiveness of careers info	4.9	6.1	4.7	6.1	4.6	6.1
Chaplaincy						
Represents a range of religions	3.4	5.0	4.3	5.3	4.7	4.4
Approachability	3.5	5.2	4.4	5.3	4.8	4.6
Counselling						
Accessibility	4.3	6.0	4.5	5.7	4.7	5.7
Usefulness	4.1	6.0	4.8	5.7	4.7	5.8
Supportiveness	4.2	6.0	4.6	5.9	4.9	5.8
Child Care						
Range of ages catered for	3.8	5.2	5.7	5.5	3.8	5.3
Opening hours of nurseries	4.6	5.1	5.1	5.5	4.3	5.2
Disability Services						
Range of services	4.6	5.3	5.0	5.0	4.4	5.4
Contactability of staff	4.2	5.2	4.7	5.0	4.3	5.3
Healthcare						
Opening times	3.9	6.2	4.6	5.5	4.3	6.0
Supportiveness of staff	4.7	5.9	5.8	5.9	5.0	6.1
Usefulness of treatment	4.3	6.1	5.9	5.9	4.8	6.1
Financial Services						
Availability of financial advice	4.6	6.1	4.6	6.1	4.7	6.0
Usefulness of financial advice	4.6	6.2	4.7	6.1	4.8	5.9

Figure 37: Student perception of University environment by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Environment & general campus facilities										
General appearance of your campus	5.0	5.7	4.4	5.5	4.8	5.4	4.4	5.5	5.5	6.0
'User friendliness' for people with disabilities	3.8	6.1	4.2	6.1	4.6	6.1	4.4	6.2	5.0	6.4
Security staff on your campus	4.6	6.1	4.3	5.5	4.9	5.7	4.4	5.9	5.4	6.5
Safety features and procedures	4.5	6.2	4.5	5.7	4.6	5.8	4.5	6.0	5.3	6.5
Toilet facilities	4.3	6.1	4.9	5.8	5.0	5.9	5.0	6.1	6.0	6.2
Lifts/paternosters	4.3	5.4	4.5	5.4	4.0	5.1	4.8	5.5	4.0	6.2
Availability of lockers	2.6	5.8	2.9	4.6	2.4	4.9	2.2	4.9	4.6	6.1
Efforts to reduce disruption of building work	3.6	5.8	4.4	5.3	4.2	5.4	3.7	5.8	5.1	5.8
Rooms										
Level of heating	4.5	6.0	4.6	5.7	4.9	5.8	4.6	6.0	3.2	6.3
Ventilation	4.4	6.0	4.1	5.8	4.7	5.8	4.5	6.0	3.2	6.4
Lighting	5.0	6.3	4.9	5.8	5.4	5.9	5.3	6.1	4.9	6.3
Suitability of rooms used on your course	4.5	6.4	4.5	5.8	5.1	5.8	4.9	6.1	5.3	6.4
Size of rooms	4.5	6.3	4.8	5.7	5.1	5.7	5.0	5.8	5.2	6.4
Room allocation	4.7	6.0	4.7	5.5	5.1	5.5	5.0	5.7	5.0	6.4
Provision of laboratories/workshops	4.7	6.3	4.2	5.4	4.6	5.3	4.8	5.8	4.8	6.4
Accessibility to laboratories/workshops	4.7	6.2	4.2	5.2	4.7	5.2	4.8	5.8	4.8	6.2
Laboratory/workshop equipment	4.4	6.3	4.1	5.5	4.6	5.3	4.6	6.0	4.8	6.3
Availability of student common rooms	2.8	5.7	3.5	5.0	3.0	5.4	3.4	5.6	2.5	5.3
Car parks										
Number of spaces provided for students	1.9	6.1	2.8	6.0	3.1	6.3	2.7	6.3	1.1	5.8
Lighting	3.1	5.9	4.3	5.7	4.3	6.0	4.1	6.1	1.7	4.7
Provision of secure cycle racks	2.9	5.5	4.0	5.0	3.9	4.9	3.8	5.6	1.6	6.3

Figure 37: Student perception of University environment by faculty continued

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Environment & general campus facilities								
General appearance of your campus	4.9	5.4	4.9	5.5	4.6	5.3	4.7	5.5
'User friendliness' for people with disabilities	3.4	6.1	4.7	5.9	4.2	6.3	4.2	6.1
Security staff on your campus	4.5	5.8	4.6	5.8	4.4	5.9	4.6	5.8
Safety features and procedures	4.5	5.9	4.6	5.8	4.4	6.0	4.5	5.9
Toilet facilities	4.5	6.0	4.8	5.9	4.9	6.2	4.8	6.0
Lifts/paternosters	3.1	5.2	4.8	5.4	4.2	6.0	4.3	5.5
Availability of lockers	1.8	5.2	2.4	4.9	2.6	4.7	2.5	5.1
Efforts to reduce disruption of building work	4.1	5.5	3.9	5.6	4.2	5.4	4.1	5.5
Rooms								
Level of heating	4.8	5.8	4.8	5.7	4.5	5.9	4.6	5.9
Ventilation	4.6	5.8	4.5	5.7	4.5	5.9	4.5	5.9
Lighting	5.5	5.9	5.3	5.8	5.1	5.9	5.2	6.0
Suitability of rooms used on your course	4.9	6.0	4.7	5.9	4.1	6.1	4.7	6.0
Size of rooms	5.0	5.9	4.9	5.7	4.3	5.9	4.8	5.9
Room allocation	5.1	5.6	4.8	5.5	4.1	5.8	4.8	5.7
Provision of laboratories/workshops	5.0	5.8	4.9	5.8	4.5	5.5	4.7	5.8
Accessibility to laboratories/workshops	5.1	5.7	4.7	5.8	4.7	5.4	4.7	5.7
Laboratory/workshop equipment	5.1	5.8	4.7	6.0	4.6	5.3	4.5	5.8
Availability of student common rooms	3.4	5.7	3.4	5.3	3.4	5.3	3.2	5.4
Car parks								
Number of spaces provided for students	3.6	6.2	3.3	6.0	2.4	6.4	2.8	6.2
Lighting	3.0	6.1	4.4	5.8	4.2	6.2	4.0	6.0
Provision of secure cycle racks	2.9	5.6	4.0	5.6	3.9	5.2	3.5	5.3

Figure 38: Student perception of University environment by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Environment & general campus facilities										
General appearance of your campus	4.9	5.6	4.7	5.6	4.3	5.5	4.9	5.2	4.8	5.3
'User friendliness' for people with disabilities	4.7	6.2	4.4	6.2	4.0	6.1	4.3	6.1	4.3	5.8
Security staff on your campus	4.9	5.9	4.6	6.0	4.3	5.7	4.6	5.7	4.6	5.5
Safety features and procedures	4.9	6.1	4.7	6.1	4.3	5.8	4.5	5.8	4.5	5.7
Toilet facilities	5.2	6.1	5.0	6.2	4.9	5.9	4.8	5.9	4.6	5.7
Lifts/paternosters	4.7	5.6	4.2	5.7	3.9	5.5	4.3	5.4	4.5	5.3
Availability of lockers	2.7	5.3	2.3	5.3	2.2	4.9	2.9	4.6	3.1	4.7
Efforts to reduce disruption of building work	4.3	5.6	3.9	5.7	3.5	5.5	4.3	5.4	4.3	5.4
Rooms										
Level of heating	4.9	5.9	4.8	6.0	4.4	5.8	4.7	5.8	4.6	5.6
Ventilation	4.7	5.9	4.6	6.1	4.3	5.8	4.5	5.7	4.3	5.6
Lighting	5.4	6.1	5.4	6.1	5.1	5.9	5.2	5.9	5.0	5.7
Suitability of rooms used on your course	4.9	6.1	4.8	6.1	4.3	6.0	4.8	5.8	4.7	5.7
Size of rooms	5.0	5.9	4.8	6.1	4.5	5.9	4.9	5.7	4.8	5.6
Room allocation	5.0	5.7	4.8	5.8	4.4	5.6	4.8	5.5	4.7	5.4
Provision of laboratories/workshops	4.9	5.8	4.7	5.9	4.3	5.6	4.7	5.5	4.4	5.5
Accessibility to laboratories/workshops	5.0	5.8	4.7	5.9	4.4	5.5	4.5	5.4	4.4	5.3
Laboratory/workshop equipment	5.0	5.9	4.6	6.0	4.1	5.6	4.5	5.6	4.3	5.5
Availability of student common rooms	3.3	5.5	3.0	5.6	2.8	5.4	3.8	5.1	3.6	4.8
Car parks										
Number of spaces provided for students	2.5	6.2	2.6	6.3	2.4	6.1	3.4	6.2	3.4	6.2
Lighting	4.2	6.0	4.0	6.1	3.7	5.9	4.3	6.0	4.4	6.0
Provision of secure cycle racks	3.8	5.3	3.7	5.5	3.1	5.5	3.9	4.8	3.7	4.5

Figure 38: Student perception of University environment by mode/level/year continued

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Environment & general campus facilities								
General appearance of your campus	4.2	5.6	4.5	5.4	3.6	5.4	5.7	5.7
'User friendliness' for people with disabilities	3.8	6.2	3.8	5.9	3.0	6.4	3.8	6.2
Security staff on your campus	4.6	5.8	4.5	5.5	5.1	6.3	4.3	5.9
Safety features and procedures	4.0	5.9	4.3	5.7	4.4	5.8	4.4	6.3
Toilet facilities	4.5	6.0	4.6	5.9	4.5	6.2	4.2	6.1
Lifts/paternosters	4.3	5.4	4.1	5.2	4.3	5.3	3.9	5.1
Availability of lockers	2.5	5.2	3.0	4.5	2.6	4.9	2.0	5.8
Efforts to reduce disruption of building work	4.1	5.5	4.2	5.3	4.3	5.6	4.3	5.6
Rooms								
Level of heating	4.3	5.9	4.3	5.7	4.7	6.0	4.8	6.0
Ventilation	3.9	5.8	4.1	5.8	4.5	5.6	4.8	6.0
Lighting	4.8	5.9	4.9	5.8	5.0	6.2	5.3	6.3
Suitability of rooms used on your course	4.3	5.9	4.5	5.9	5.0	6.1	5.0	6.4
Size of rooms	4.8	5.8	4.8	5.7	5.0	6.3	4.8	6.3
Room allocation	4.7	5.6	4.7	5.7	5.0	6.0	5.2	5.9
Provision of laboratories/workshops	4.4	5.7	4.6	5.7	3.7	6.3	5.1	6.3
Accessibility to laboratories/workshops	4.3	5.6	4.6	5.8	4.0	6.4	5.2	6.2
Laboratory/workshop equipment	4.0	5.7	4.4	5.8	3.8	5.6	4.7	6.3
Availability of student common rooms	3.4	5.4	3.5	5.2	3.2	5.9	2.7	5.6
Car parks								
Number of spaces provided for students	2.7	6.2	2.8	6.2	2.7	6.0	2.1	6.0
Lighting	3.7	5.7	4.0	5.9	3.8	6.1	2.9	6.2
Provision of secure cycle racks	3.5	5.7	3.6	4.7	4.0	6.0	2.7	5.7

Figure 39: Student perception of University environment by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Environment & general campus facilities								
General appearance of your campus	4.8	5.5	4.7	5.4	4.7	5.4	4.7	5.5
'User friendliness' for people with disabilities	4.4	6.0	4.1	6.2	3.9	6.1	4.5	6.1
Security staff on your campus	4.6	5.6	4.6	5.9	4.5	5.7	4.7	5.9
Safety features and procedures	4.6	5.7	4.5	6.1	4.4	5.8	4.6	6.0
Toilet facilities	4.9	5.9	4.7	6.1	4.7	6.0	5.0	6.0
Lifts/paternosters	4.4	5.3	4.2	5.6	4.2	5.4	4.3	5.5
Availability of lockers	2.7	4.9	2.4	5.3	2.7	4.9	2.5	5.2
Efforts to reduce disruption of building work	4.2	5.4	4.0	5.6	4.2	5.4	4.0	5.6
Rooms								
Level of heating	4.8	5.8	4.5	5.9	4.6	5.8	4.6	5.9
Ventilation	4.5	5.8	4.5	5.9	4.4	5.8	4.5	5.9
Lighting	5.3	5.9	5.2	6.1	5.1	5.9	5.3	6.0
Suitability of rooms used on your course	4.7	5.9	4.7	6.1	4.6	6.0	4.8	6.0
Size of rooms	4.9	5.8	4.8	6.0	4.8	5.8	4.9	5.9
Room allocation	4.8	5.6	4.8	5.8	4.7	5.7	4.8	5.7
Provision of laboratories/workshops	4.6	5.6	4.7	5.9	4.7	5.7	4.7	5.8
Accessibility to laboratories/workshops	4.6	5.6	4.8	5.8	4.6	5.7	4.7	5.7
Laboratory/workshop equipment	4.4	5.8	4.6	5.9	4.5	5.7	4.5	5.9
Availability of student common rooms	3.3	5.3	3.0	5.5	3.4	5.3	3.1	5.5
Car parks								
Number of spaces provided for students	3.0	6.1	2.6	6.3	3.0	6.2	2.5	6.2
Lighting	4.3	5.7	3.8	6.2	4.1	6.0	3.9	6.0
Provision of secure cycle racks	3.7	5.2	3.4	5.4	3.6	5.0	3.5	5.5

Figure 39: Student perception of University environment by gender/age/ethnicity continued

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Environment & general campus facilities						
General appearance of your campus	4.5	5.8	4.9	5.6	4.7	5.4
'User friendliness' for people with disabilities	4.6	6.3	4.3	6.2	4.2	6.1
Security staff on your campus	4.5	6.0	4.5	5.8	4.6	5.8
Safety features and procedures	4.5	6.1	4.6	5.9	4.5	5.9
Toilet facilities	4.8	6.1	4.7	6.1	4.8	6.0
Lifts/paternosters	4.2	5.6	4.4	5.7	4.3	5.4
Availability of lockers	2.2	5.5	2.4	5.3	2.6	5.0
Efforts to reduce disruption of building work	3.8	5.6	4.0	5.5	4.1	5.5
Rooms						
Level of heating	4.8	6.0	4.6	6.1	4.6	5.8
Ventilation	4.5	5.9	4.5	6.0	4.4	5.8
Lighting	5.4	6.1	5.4	6.1	5.2	5.9
Suitability of rooms used on your course	4.7	6.1	4.9	6.0	4.7	6.0
Size of rooms	4.8	6.0	4.9	5.9	4.8	5.9
Room allocation	4.8	5.7	4.9	5.8	4.8	5.6
Provision of laboratories/workshops	4.6	5.9	4.8	5.6	4.7	5.7
Accessibility to laboratories/workshops	4.7	5.8	5.1	5.6	4.7	5.7
Laboratory/workshop equipment	4.5	5.9	4.8	5.7	4.5	5.8
Availability of student common rooms	3.3	5.5	3.6	5.2	3.2	5.4
Car parks						
Number of spaces provided for students	2.7	6.3	2.9	6.2	2.8	6.2
Lighting	4.0	6.1	4.1	6.0	4.0	5.9
Provision of secure cycle racks	3.6	5.4	4.0	4.7	3.5	5.4

Figure 40: Student perception of social facilties by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	4.6	5.9	4.6	5.3	4.9	5.6	4.7	5.8	4.8	6.0
Student Union bars	3.8	5.2	4.2	5.2	4.4	5.1	4.2	5.3	2.5	5.5
Opening hours of bars	4.6	5.0	4.8	5.0	4.8	4.9	4.8	5.3	4.2	5.1
Local pubs	4.9	5.1	4.6	4.8	4.7	4.7	4.6	5.1	5.4	5.5
Social or cultural clubs/societies	3.6	4.8	4.2	4.5	4.3	4.8	4.2	5.4	3.7	5.2
Student Union sport clubs	3.5	4.6	4.1	4.7	4.2	4.8	3.9	5.1	3.1	5.2
Availability of sports facilities	3.4	5.2	3.2	5.2	2.8	5.4	2.8	5.6	2.7	5.0
Information about social activities	3.3	5.4	4.0	4.8	4.0	5.1	4.0	5.3	2.9	5.5
Activities during Freshers' week	3.8	5.2	3.7	5.1	3.7	5.4	3.7	5.4	2.4	5.9
Information about Freshers' events	3.7	5.2	3.8	4.9	3.9	5.4	3.9	5.5	2.6	5.7
Deuce (Student Union magazine)	4.2	4.8	3.8	4.4	4.0	4.9	3.5	5.1	3.2	4.6
Student representation through SU	3.6	5.4	4.1	5.0	4.1	5.2	4.0	5.5	2.7	5.5

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	4.69	5.56	4.66	5.43	4.7	5.24	4.71	5.57
Student Union bars	4.24	5.05	4.21	5.1	4.44	4.59	4.19	5.08
Opening hours of bars	4.49	4.97	4.52	4.71	4.81	4.27	4.69	4.87
Local pubs	4.98	5.06	4.51	4.35	4.43	4.28	4.68	4.81
Social or cultural clubs/societies	4.01	4.68	4.13	4.98	4.37	4.11	4.13	4.73
Student Union sport clubs	4.1	4.43	4.19	4.87	3.99	4.07	3.97	4.69
Availability of sports facilities	3.63	5.09	2.95	5.43	3.04	4.83	3.05	5.25
Information about social activities	3.61	4.96	3.94	4.94	4.12	4.57	3.81	5.05
Activities during Freshers' week	3.56	5.16	3.81	5.1	3.97	4.61	3.71	5.18
Information about Freshers' events	3.44	5.11	3.84	5.09	4.26	4.68	3.8	5.16
Deuce (Student Union magazine)	3.62	4.76	4.09	4.81	4.39	4.65	3.96	4.77
Student representation through SU	3.41	5.41	3.71	5.29	4.3	5.21	3.9	5.28

Figure 41: Student perception of social facilties by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	4.7	5.8	4.7	5.8	4.5	5.6	4.9	5.1	4.8	4.9
Student Union bars	4.2	5.4	4.2	5.4	3.9	5.2	4.6	4.5	4.5	4.3
Opening hours of bars	4.7	5.2	5.0	5.2	4.4	4.9	4.7	4.3	4.7	4.4
Local pubs	4.6	4.9	4.8	5.1	4.7	4.9	4.7	4.4	4.8	4.3
Social or cultural clubs/societies	4.3	5.1	4.2	5.1	3.9	4.7	4.1	4.2	4.1	3.8
Student Union sport clubs	4.1	5.1	4.1	5.0	3.9	4.7	3.9	4.1	4.0	3.2
Availability of sports facilities	3.2	5.5	3.1	5.5	2.7	5.4	3.2	4.8	3.8	3.8
Information about social activities	3.8	5.3	3.9	5.3	3.7	5.1	4.0	4.5	3.9	4.4
Activities during Freshers' week	3.5	5.5	4.0	5.5	3.5	5.2	3.9	4.1	4.1	3.9
Information about Freshers' events	3.7	5.5	4.1	5.5	3.6	5.1	3.7	4.2	4.0	4.0
Deuce (Student Union magazine)	4.0	4.9	4.0	5.1	4.0	4.9	4.1	4.3	3.8	4.1
Student representation through SU	3.9	5.4	4.1	5.6	3.7	5.3	4.0	4.9	4.1	4.5

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	4.6	5.6	5.1	5.3	3.9	5.4	5.2	5.6
Student Union bars	3.9	5.1	4.2	4.3	3.9	4.6	4.0	4.6
Opening hours of bars	4.7	4.8	4.8	4.0	4.0	4.0	4.8	4.3
Local pubs	4.7	5.0	4.9	4.0	4.0	4.8	4.4	4.8
Social or cultural clubs/societies	4.0	4.8	4.1	3.3	3.9	5.4	3.7	4.4
Student Union sport clubs	3.9	4.8	3.9	3.6	5.2	5.0	3.4	4.0
Availability of sports facilities	3.0	5.3	3.3	4.1	2.6	6.1	3.2	4.7
Information about social activities	3.8	5.0	3.9	3.9	3.2	5.6	3.5	5.1
Activities during Freshers' week	3.5	4.8	4.0	3.5	3.5	6.0	4.3	5.1
Information about Freshers' events	3.6	4.8	4.1	3.7	3.8	5.4	4.2	5.0
Deuce (Student Union magazine)	3.4	4.8	3.8	4.0	3.2	4.4	4.5	4.4
Student representation through SU	3.6	5.2	3.7	4.3	3.6	5.7	4.2	5.4

Figure 42: Student perception of social facilties by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	4.8	5.5	4.7	5.7	4.9	5.2	4.6	5.8
Student Union bars	4.2	5.2	4.2	5.0	4.3	4.4	4.1	5.4
Opening hours of bars	4.6	5.0	4.7	4.8	4.7	4.1	4.7	5.2
Local pubs	4.7	4.8	4.7	4.8	4.6	4.2	4.8	5.1
Social or cultural clubs/societies	4.1	4.8	4.1	4.7	4.1	4.0	4.2	5.1
Student Union sport clubs	4.0	4.9	4.0	4.5	3.9	3.9	4.0	5.0
Availability of sports facilities	3.0	5.4	3.1	5.1	3.2	4.6	3.0	5.5
Information about social activities	3.9	5.0	3.7	5.1	4.0	4.4	3.7	5.3
Activities during Freshers' week	3.8	5.1	3.6	5.2	3.9	4.2	3.7	5.5
Information about Freshers' events	3.9	5.1	3.7	5.2	3.9	4.3	3.8	5.5
Deuce (Student Union magazine)	3.9	4.6	4.0	4.9	3.8	4.3	4.0	5.0
Student representation through SU	3.9	5.2	3.9	5.4	3.8	4.9	3.9	5.5

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	4.5	5.9	4.5	5.4	4.8	5.5
Student Union bars	4.5	5.3	4.2	4.3	4.1	5.1
Opening hours of bars	4.6	5.1	4.2	3.9	4.7	4.9
Local pubs	4.4	4.6	4.1	3.7	4.7	4.9
Social or cultural clubs/societies	4.0	5.2	3.8	4.9	4.2	4.6
Student Union sport clubs	3.9	5.2	3.4	4.7	4.1	4.6
Availability of sports facilities	2.8	5.8	3.1	5.2	3.1	5.1
Information about social activities	3.7	5.4	3.7	5.1	3.8	5.0
Activities during Freshers' week	4.0	5.5	3.8	4.6	3.7	5.2
Information about Freshers' events	3.9	5.5	3.9	4.6	3.8	5.1
Deuce (Student Union magazine)	4.3	5.0	4.3	4.7	3.9	4.7
Student representation through SU	3.8	5.4	4.2	5.4	3.9	5.2

Figure 43: Student perception of social facilties by extent social life centres around UCE

Item	*great deal*		*quite lot*		*not much*		*not at all*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Opportunities to meet other people	5.1	6.5	4.9	6.2	4.7	5.7	4.7	5.1
Student Union bars	3.9	6.1	4.2	5.8	4.3	5.3	4.1	4.4
Opening hours of bars	4.7	5.9	4.7	5.6	4.8	5.0	4.6	4.1
Local pubs	4.7	5.4	4.9	5.3	4.7	5.0	4.5	4.3
Social or cultural clubs/societies	4.4	5.6	4.4	5.4	4.2	4.9	3.8	4.0
Student Union sport clubs	4.5	5.4	4.2	5.5	4.0	4.9	3.8	3.9
Availability of sports facilities	3.0	5.7	2.9	5.8	3.1	5.4	3.1	4.7
Information about social activities	3.8	5.6	3.9	5.7	3.8	5.2	3.8	4.5
Activities during Freshers' week	3.6	6.2	3.7	5.8	3.8	5.3	3.7	4.5
Information about Freshers' events	3.8	6.1	3.9	5.7	3.9	5.3	3.7	4.6
Deuce (Student Union magazine)	4.1	5.3	4.0	5.1	4.0	4.9	3.8	4.4
Student representation through SU	4.1	5.8	4.1	5.6	3.9	5.4	3.8	4.9

Figure 44: Student perception of costs and expenses by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	IMP	SAT	IMP	SAT	IMP	SAT	IMP	SAT	IMP
Student Union shops	4.1	5.9	4.5	5.4	4.5	5.5	4.4	5.6	1.9	5.6
Art materials/equipment	3.8	6.5	3.8	5.5	4.5	4.8	4.2	5.5	3.4	6.1
Fieldtrips/visits	4.1	5.9	4.0	5.7	4.0	4.9	3.6	5.2	1.3	6.0
UCE Bookshops	3.8	5.5	4.2	5.6	4.6	5.9	4.4	6.0	1.6	6.6
University car parks	2.4	5.8	3.4	5.8	3.3	5.9	3.2	6.0	1.5	6.2
Photocopying	3.3	6.2	3.3	6.0	3.9	5.9	3.9	5.9	3.5	6.2
Library fines	4.5	5.1	4.0	5.1	3.6	5.3	4.2	5.4	3.7	5.5
UCE nurseries	4.0	4.8	4.2	3.8	4.2	3.7	4.2	5.2	4.3	5.0

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	IMP	SAT	IMP	SAT	IMP	SAT	IMP
Student Union shops	4.4	5.6	4.5	5.4	4.6	5.4	4.4	5.5
Art materials/equipment	4.3	5.4	4.2	5.1	4.5	5.0	4.1	5.6
Fieldtrips/visits	4.6	5.8	4.0	5.1	4.8	4.8	4.1	5.5
UCE Bookshops	4.1	5.6	4.6	5.7	4.6	6.0	4.4	5.8
University car parks	4.3	5.9	3.4	5.6	3.1	5.9	3.2	5.8
Photocopying	3.5	6.0	3.6	5.8	3.6	6.0	3.6	6.0
Library fines	4.1	5.4	3.7	5.1	3.9	5.4	3.9	5.2
UCE nurseries	4.6	5.2	4.1	5.1	3.5	4.8	4.1	4.6

Figure 45: Student perception of costs and expenses by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Student Union shops	4.3	5.7	4.4	5.7	4.1	5.5	4.8	5.2	4.8	5.1
Art materials/equipment	4.0	5.7	4.0	5.8	3.7	5.4	4.5	5.2	4.4	4.7
Fieldtrips/visits	4.0	5.6	3.9	5.7	3.8	5.3	4.2	5.1	4.4	5.0
UCE Bookshops	4.3	5.9	4.2	6.0	3.8	5.8	4.9	5.7	4.7	5.7
University car parks	3.2	5.9	2.9	6.0	2.7	5.8	3.6	6.0	3.8	5.7
Photocopying	3.7	6.1	3.7	6.2	3.1	6.1	3.8	5.7	3.9	5.5
Library fines	3.8	5.4	3.8	5.5	3.8	5.4	4.0	5.0	3.9	4.9
UCE nurseries	4.2	5.0	4.3	5.1	3.9	4.0	3.9	4.3	3.7	4.5

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Student Union shops	4.2	5.5	4.6	4.9	4.4	5.7	4.8	6.1
Art materials/equipment	3.5	5.8	4.1	5.2	3.9	5.4	4.7	6.4
Fieldtrips/visits	4.6	5.6	4.5	5.5	3.6	5.9	4.8	5.9
UCE Bookshops	3.9	5.5	4.7	5.4	3.9	5.6	4.5	5.4
University car parks	2.9	5.6	3.6	5.6	3.3	6.1	2.6	6.0
Photocopying	2.9	6.1	3.9	5.5	4.8	6.1	3.5	6.1
Library fines	4.2	5.2	4.2	4.6	4.9	5.6	4.8	4.9
UCE nurseries	4.6	4.2	3.8	4.0	5.0	7.0	3.5	4.6

Figure 46: Student perception of costs and expenses by gender/age/ethnicity

Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Student Union shops	4.4	5.4	4.4	5.6	4.5	5.3	4.4	5.7
Art materials/equipment	4.0	5.5	4.1	5.8	4.4	5.3	3.9	5.8
Fieldtrips/visits	4.0	5.4	4.3	5.6	4.4	5.4	3.9	5.6
UCE Bookshops	4.4	5.7	4.4	5.9	4.7	5.7	4.1	5.8
University car parks	3.3	5.7	3.2	6.0	3.5	5.9	3.0	5.8
Photocopying	3.5	5.8	3.6	6.1	3.8	5.8	3.5	6.1
Library fines	3.9	5.1	4.0	5.3	4.2	5.0	3.7	5.4
UCE nurseries	3.9	4.1	4.3	4.9	3.9	4.8	4.2	4.3

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Student Union shops	4.2	5.7	4.4	5.7	4.5	5.5
Art materials/equipment	3.9	5.6	4.1	4.9	4.1	5.6
Fieldtrips/visits	3.7	5.4	4.1	5.4	4.2	5.5
UCE Bookshops	4.2	5.9	4.4	6.0	4.4	5.7
University car parks	2.9	5.8	2.9	6.1	3.3	5.8
Photocopying	3.4	6.2	4.0	6.1	3.6	5.9
Library fines	3.3	5.5	3.7	5.2	4.1	5.2
UCE nurseries	4.5	4.6	4.3	4.8	4.0	4.4

Figure 47: Student perception of opportunites for development by faculty

Item	*BIAD*		*BE*		*BUS*		*CIS*		*CON*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Dev broader understanding of subject	5.3	6.5	5.1	6.2	5.2	6.2	5.5	6.5	5.5	6.7
Develop learning skills	5.0	6.3	4.9	5.7	4.9	5.9	5.0	6.2	5.4	6.5
Discuss ideas with others	5.1	6.2	5.0	5.9	5.0	5.7	5.3	6.2	5.2	6.2
Explore other viewpoints	5.1	6.1	5.0	5.7	4.9	5.7	5.3	6.3	5.2	6.0
Increase self-confidence	5.0	6.2	5.0	5.9	5.0	5.8	5.1	6.2	4.9	6.6
Enhance self-awareness	5.1	6.1	4.9	5.6	5.0	5.7	5.1	6.0	5.0	6.1
Develop your practical skills	5.3	6.5	4.6	5.8	4.7	5.6	5.1	6.1	6.0	6.5
Develop your creative skills	5.4	6.6	4.7	5.7	4.5	5.4	4.9	6.0	6.0	6.6
Read outside your discipline area	4.6	5.7	4.3	5.0	4.4	5.2	4.5	5.5	4.5	5.3
Tackle new challenges	5.2	6.1	4.8	5.6	4.9	5.6	5.1	5.9	5.2	5.9
Develop your personal style	5.3	6.5	4.8	5.7	4.8	5.7	5.0	5.9	5.6	6.6

Item	*Educ*		*ECT*		*HSS*		*UCE*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Dev broader understanding of subject	5.4	6.3	5.0	6.1	5.2	6.4	5.2	6.3
Develop learning skills	4.9	6.1	4.8	5.8	4.9	6.1	4.9	6.0
Discuss ideas with others	5.5	6.0	4.7	5.7	5.3	6.1	5.1	6.0
Explore other viewpoints	5.3	6.0	4.6	5.5	5.3	6.1	5.0	5.9
Increase self-confidence	5.2	6.2	4.8	5.8	5.1	6.0	5.0	6.0
Enhance self-awareness	5.1	6.0	4.7	5.6	5.1	5.9	5.0	5.8
Develop your practical skills	5.2	6.1	4.6	5.7	4.7	5.9	4.9	6.0
Develop your creative skills	5.0	5.9	4.4	5.6	4.7	5.5	4.8	5.8
Read outside your discipline area	4.5	5.4	4.2	5.2	4.5	5.3	4.4	5.3
Tackle new challenges	5.1	5.9	4.8	5.7	5.0	5.7	5.0	5.8
Develop your personal style	4.8	6.0	4.6	5.6	4.9	5.8	4.9	5.9

Figure 48: Student perception of opportunites for development by mode/level/year

Item	*UGFT1*		*UGFT2*		*UGFT3+*		*UGPT1/2*		*UGPT3+*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Dev broader understanding of subject	5.3	6.4	5.2	6.4	5.0	6.3	5.3	6.2	5.4	6.1
Develop learning skills	5.0	6.2	5.1	6.3	4.7	6.0	4.9	5.8	4.9	5.8
Discuss ideas with others	5.2	6.0	5.2	6.1	5.0	6.0	5.0	5.7	5.0	5.6
Explore other viewpoints	5.1	5.9	5.1	6.0	4.9	5.9	4.9	5.7	5.1	5.7
Increase self-confidence	5.1	6.2	5.1	6.2	4.9	6.2	5.0	5.7	5.2	5.9
Enhance self-awareness	5.1	6.0	5.1	6.1	4.8	5.9	4.9	5.5	5.1	5.6
Develop your practical skills	4.9	6.1	5.0	6.2	4.7	6.0	4.7	5.5	4.7	5.5
Develop your creative skills	4.9	5.9	4.8	6.1	4.6	5.9	4.7	5.4	4.8	5.5
Read outside your discipline area	4.5	5.4	4.4	5.6	4.2	5.3	4.5	5.0	4.6	5.0
Tackle new challenges	5.0	5.8	5.0	5.9	4.6	5.7	4.9	5.5	5.1	5.5
Develop your personal style	5.0	6.0	5.0	6.1	4.7	5.9	4.8	5.5	5.0	5.6

Item	*PGTFT*		*PGTPT*		*PGR*		*Oth*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Dev broader understanding of subject	5.1	6.3	5.4	6.5	5.8	6.4	5.2	6.4
Develop learning skills	4.6	5.7	4.8	5.8	5.2	6.1	4.9	6.2
Discuss ideas with others	5.1	6.1	5.3	6.2	4.8	6.2	5.2	6.0
Explore other viewpoints	4.9	5.8	5.4	6.2	5.2	6.1	5.0	6.0
Increase self-confidence	5.0	6.1	5.0	5.9	5.3	6.0	5.0	6.0
Enhance self-awareness	4.9	5.6	5.1	5.7	5.2	6.1	4.9	5.8
Develop your practical skills	4.7	6.1	4.7	5.7	4.5	5.9	5.7	6.6
Develop your creative skills	4.7	5.8	4.7	5.5	5.3	6.2	5.5	6.5
Read outside your discipline area	4.1	5.2	4.6	5.2	5.0	5.3	4.7	5.5
Tackle new challenges	5.0	5.8	5.1	5.8	5.9	6.2	5.2	6.0
Develop your personal style	4.8	5.9	4.9	5.8	5.3	6.3	5.3	6.4

Figure 49: Student perception of opportunites for development by gender/age/ethnicity

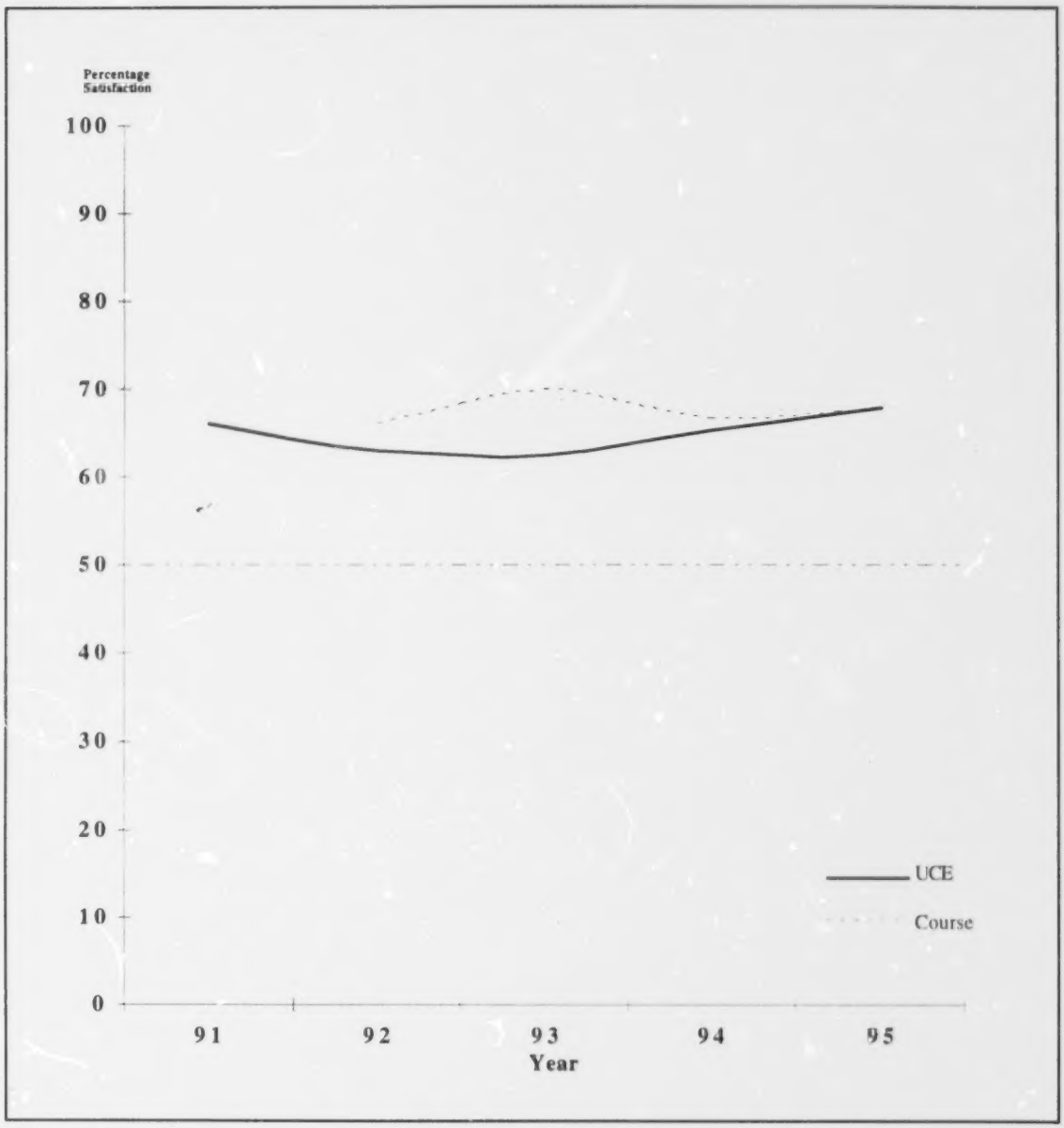
Item	*Men*		*Women*		*25+*		*<25*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Dev broader understanding of subject	5.2	6.3	5.3	6.4	5.3	6.3	5.2	6.3
Develop learning skills	4.9	5.9	5.0	6.1	4.9	6.0	4.9	6.1
Discuss ideas with others	4.9	5.8	5.2	6.1	5.1	6.0	5.0	5.9
Explore other viewpoints	4.9	5.7	5.1	6.0	5.1	6.0	5.0	5.8
Increase self-confidence	5.0	5.9	5.1	6.1	5.0	5.9	5.0	6.1
Enhance self-awareness	4.9	5.6	5.1	6.0	5.0	5.7	5.0	5.9
Develop your practical skills	4.8	5.8	5.0	6.1	4.8	5.8	5.0	6.1
Develop your creative skills	4.8	5.7	4.9	5.9	4.8	5.7	4.8	5.9
Read outside your discipline area	4.4	5.2	4.4	5.4	4.5	5.3	4.4	5.3
Tackle new challenges	4.9	5.6	5.0	5.9	5.1	5.8	4.9	5.8
Develop your personal style	4.9	5.7	4.9	6.0	4.9	5.8	4.9	5.9

Item	*Asian*		*Black*		*White*	
	SAT	**IMP**	**SAT**	**IMP**	**SAT**	**IMP**
Dev broader understanding of subject	4.9	6.3	4.9	6.2	5.3	6.3
Develop learning skills	4.8	6.2	4.8	6.0	5.0	6.0
Discuss ideas with others	4.8	6.1	5.0	6.0	5.1	5.9
Explore other viewpoints	4.7	5.9	5.0	6.0	5.1	5.9
Increase self-confidence	4.8	6.2	5.0	6.0	5.1	6.0
Enhance self-awareness	4.9	6.2	5.0	6.0	5.0	5.8
Develop your practical skills	4.7	6.2	4.7	6.1	4.9	5.9
Develop your creative skills	4.7	6.1	4.6	5.9	4.8	5.8
Read outside your discipline area	4.4	5.7	4.4	5.5	4.4	5.2
Tackle new challenges	4.5	5.9	4.8	5.9	5.0	5.7
Develop your personal style	4.7	6.0	4.7	6.0	4.9	5.8

Section 2:

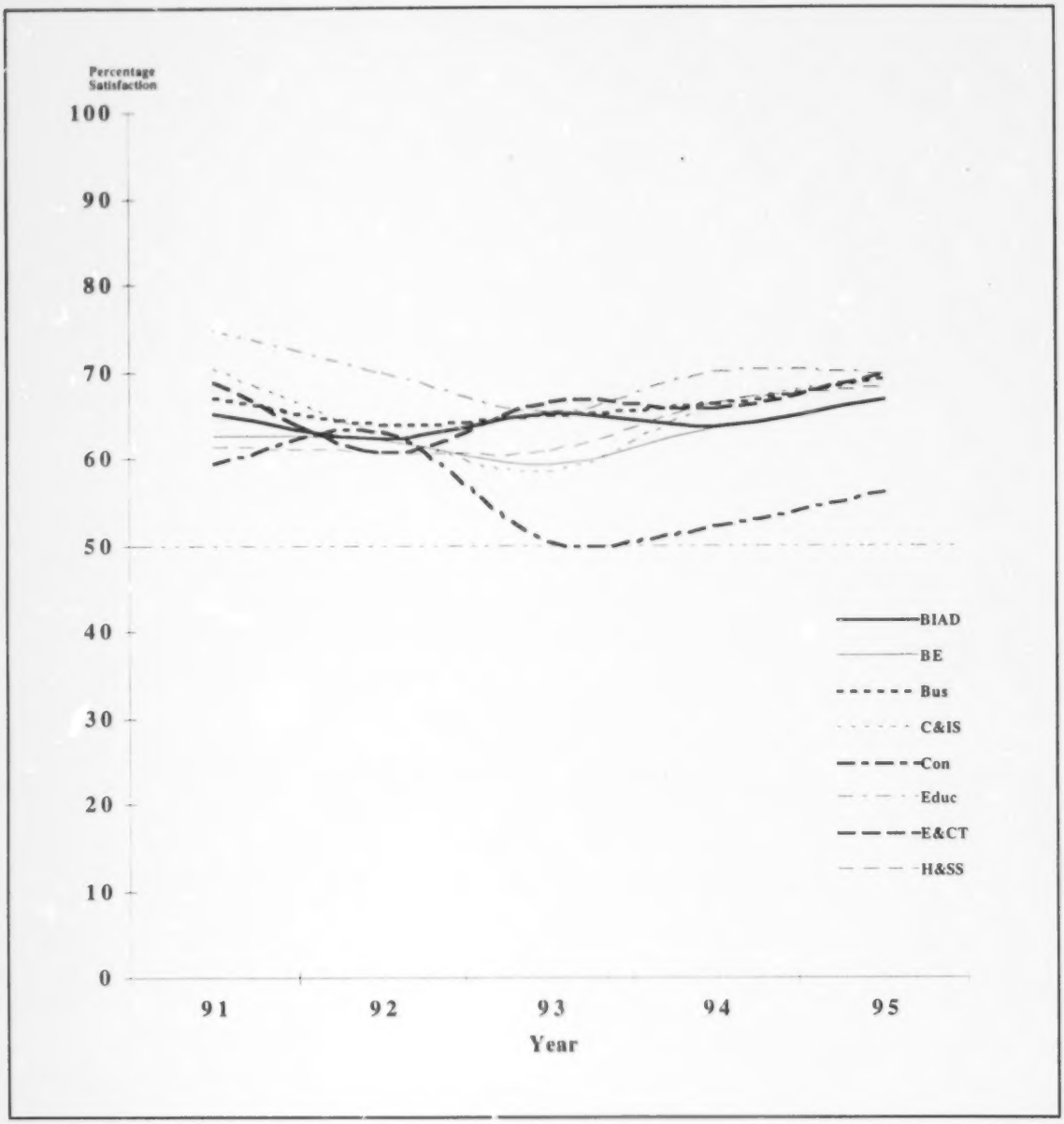
Statistics for Changes Over Time Figures

Figure 50: Overall satisfaction



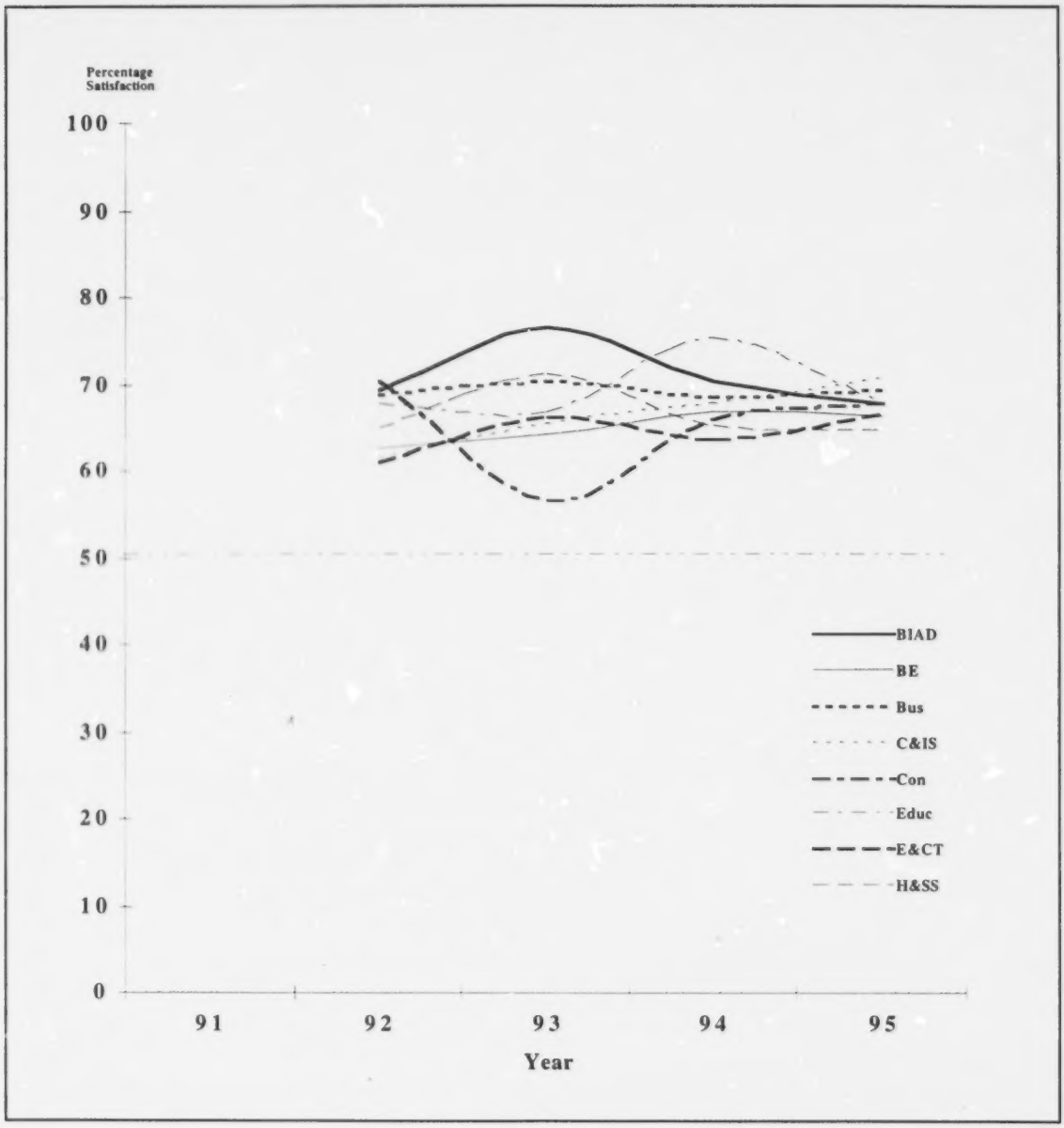
	91	92	93	94	95
UCE	66.16	63.01	62.68	65.30	68.06
Course		66.06	69.92	66.78	67.69

Figure 51: Overall satisfaction with UCE



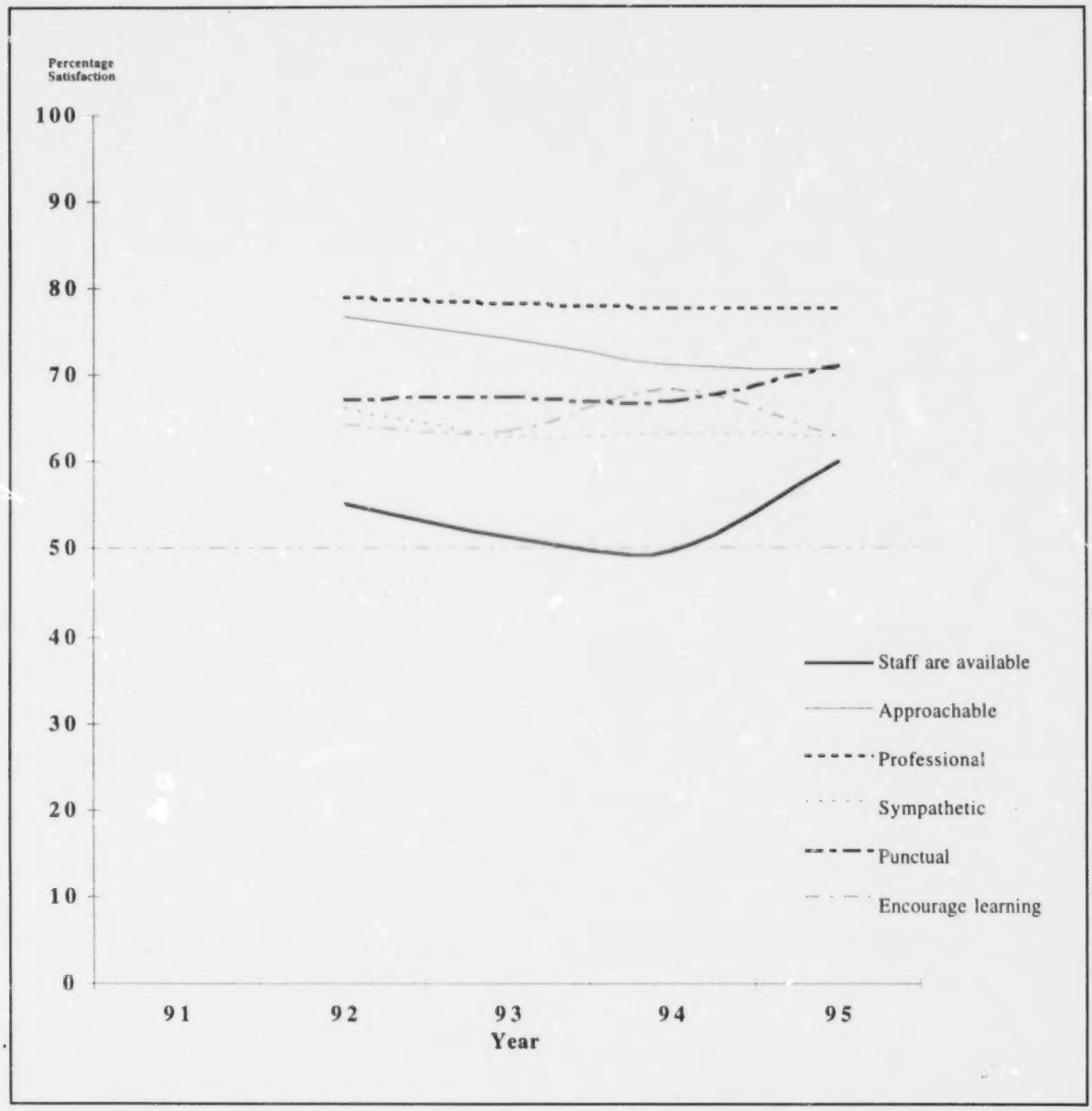
	91	92	93	94	95
BIAD	65.12	62.29	65.26	63.58	66.76
BE	62.52	61.95	59.28	63.26	66.61
Bus	66.93	63.98	64.87	66.19	69.06
C&IS	70.29	62.83	58.51	66.06	69.07
Con	59.55	63.09	50.48	52.12	56.00
Educ	74.79	69.81	65.25	69.80	69.58
E&CT	68.79	60.85	66.50	65.72	69.63
H&SS	61.33	60.86	60.65	66.36	68.16

Figure 52: Overall satisfaction with course



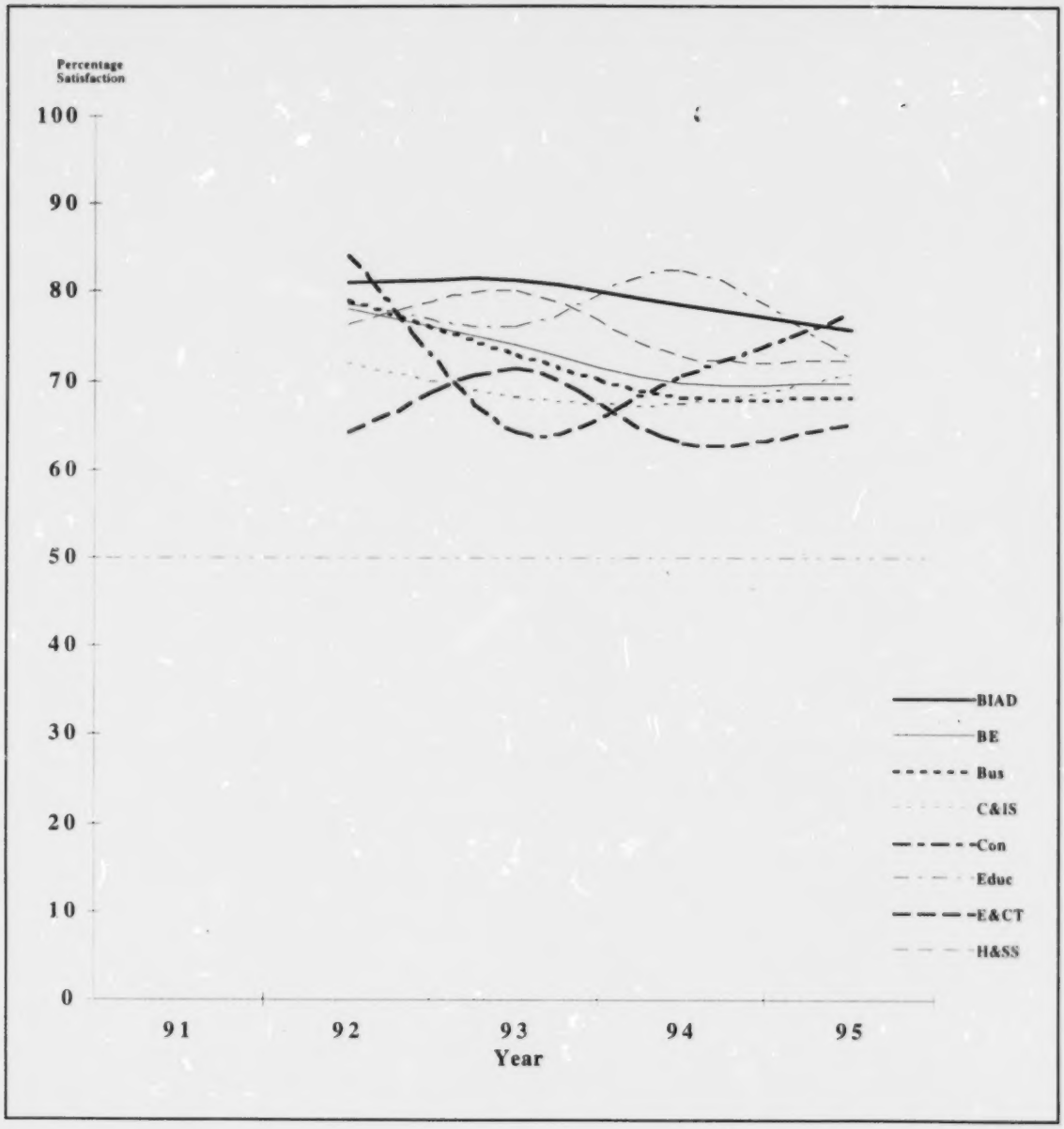
	91	92	93	94	95
BIAD		69.48	76.61	70.27	67.81
BE		62.55	64.21	66.75	66.28
Bus		68.95	70.29	68.51	69.33
C&IS		61.64	65.53	67.83	70.55
Con		70.32	56.59	65.93	67.68
Educ		67.70	66.65	75.23	67.73
E&CT		61.10	66.13	63.59	66.53
H&SS		64.92	71.29	65.15	64.77

Figure 53: Staff set



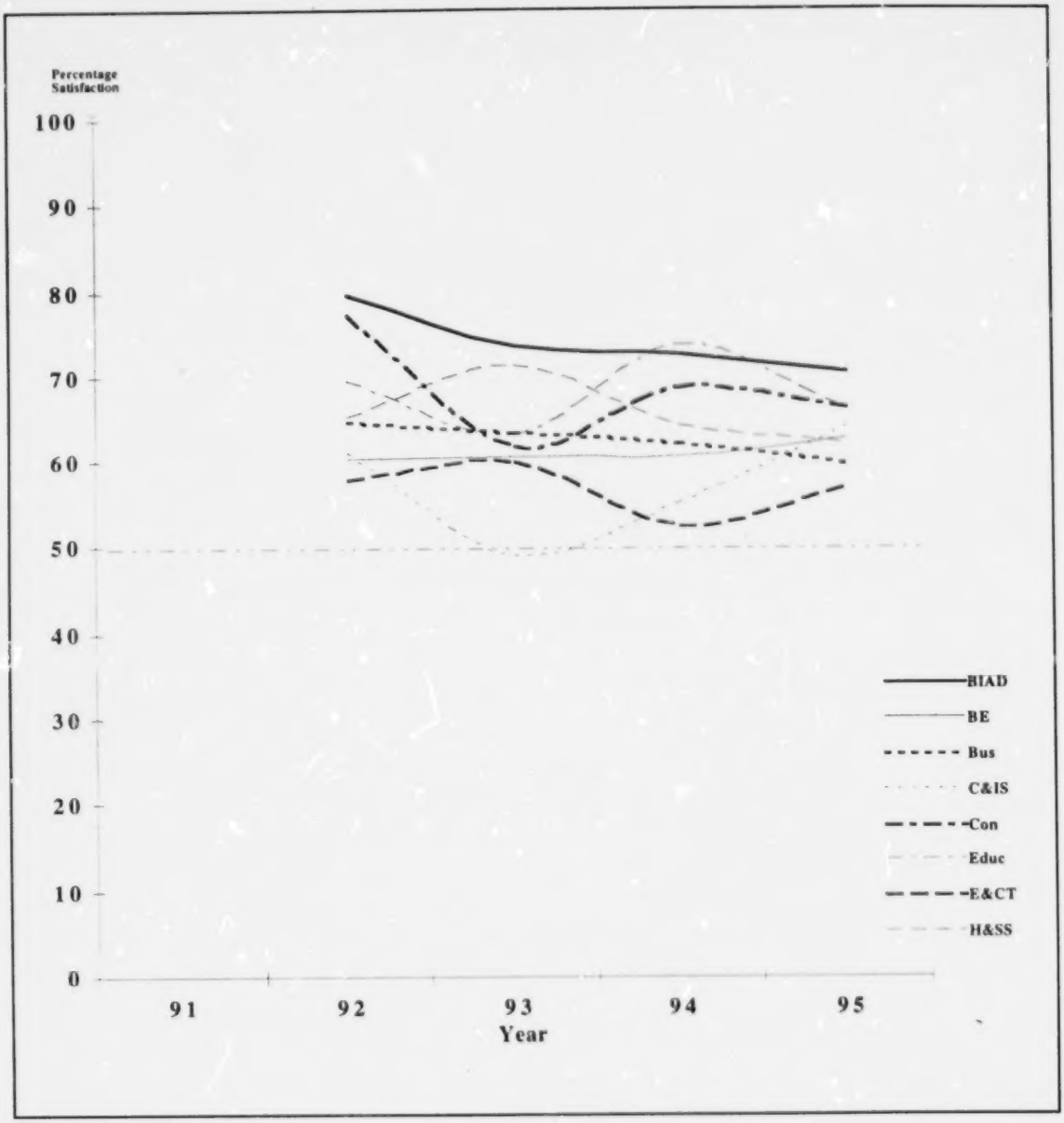
	91	92	93	94	95
Staff are available		55.17	51.50	50.00	60.17
Approachable		76.83	74.17	71.00	70.67
Professional		79.00	78.33	77.67	77.83
Sympathetic		66.17	63.00	63.17	63.00
Punctual		67.33	67.50	67.00	71.00
Encourage learning		64.17	63.33	68.17	63.00

Figure 54: Teaching staff are approachable



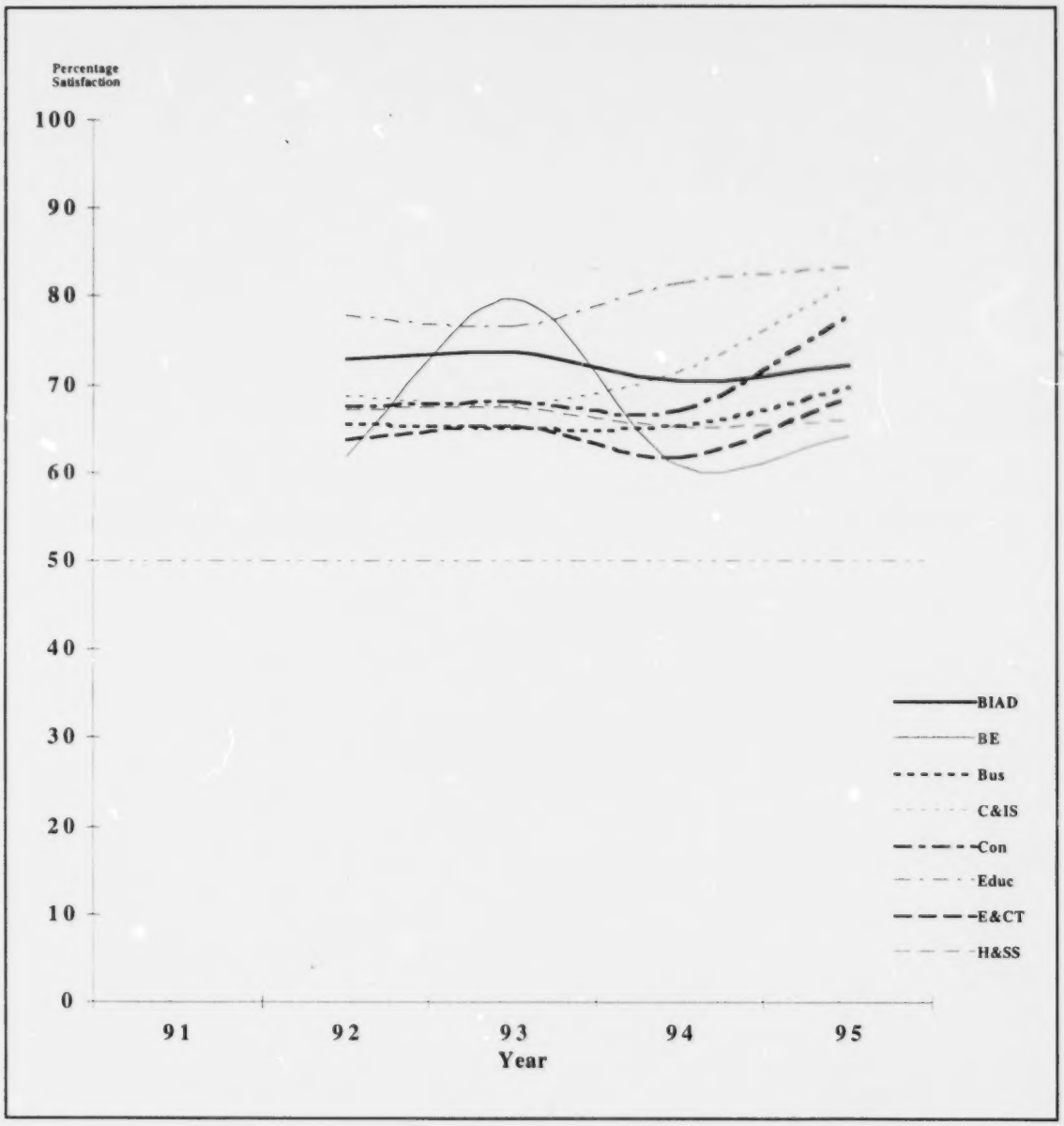
	91	92	93	94	95
BIAD		81.00	81.33	78.47	75.75
BE		78.00	74.00	69.67	69.58
Bus		79.00	72.83	68.04	68.09
C&IS		72.00	68.00	67.39	70.76
Con		84.17	64.33	70.63	77.66
Educ		78.50	76.00	82.30	72.70
E&CT		64.17	71.50	62.97	64.98
H&SS		76.33	80.17	72.62	72.18

Figure 55: Teaching staff are sympathetic to the needs of students



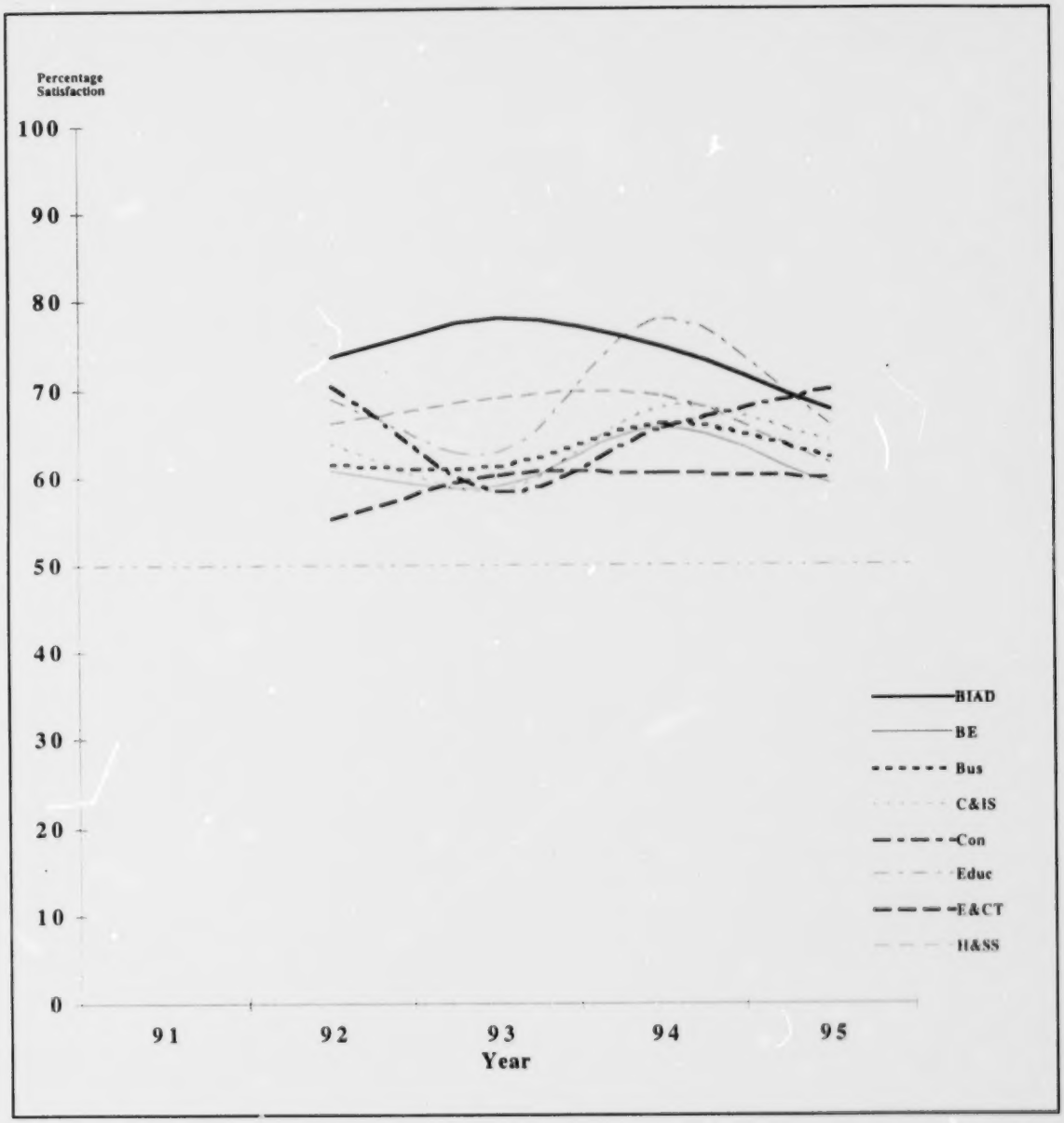
	91	92	93	94	95
BIAD		79.67	73.67	72.61	70.41
BE		60.33	60.67	60.58	62.54
Bus		64.67	63.33	62.21	59.86
C&IS		61.00	49.17	55.07	64.09
Con		77.33	62.00	68.65	66.30
Educ		69.50	63.17	73.58	65.97
E&CT		57.83	60.00	52.54	57.22
H&SS		65.33	71.33	64.22	62.15

Figure 56: Teaching staff are punctual



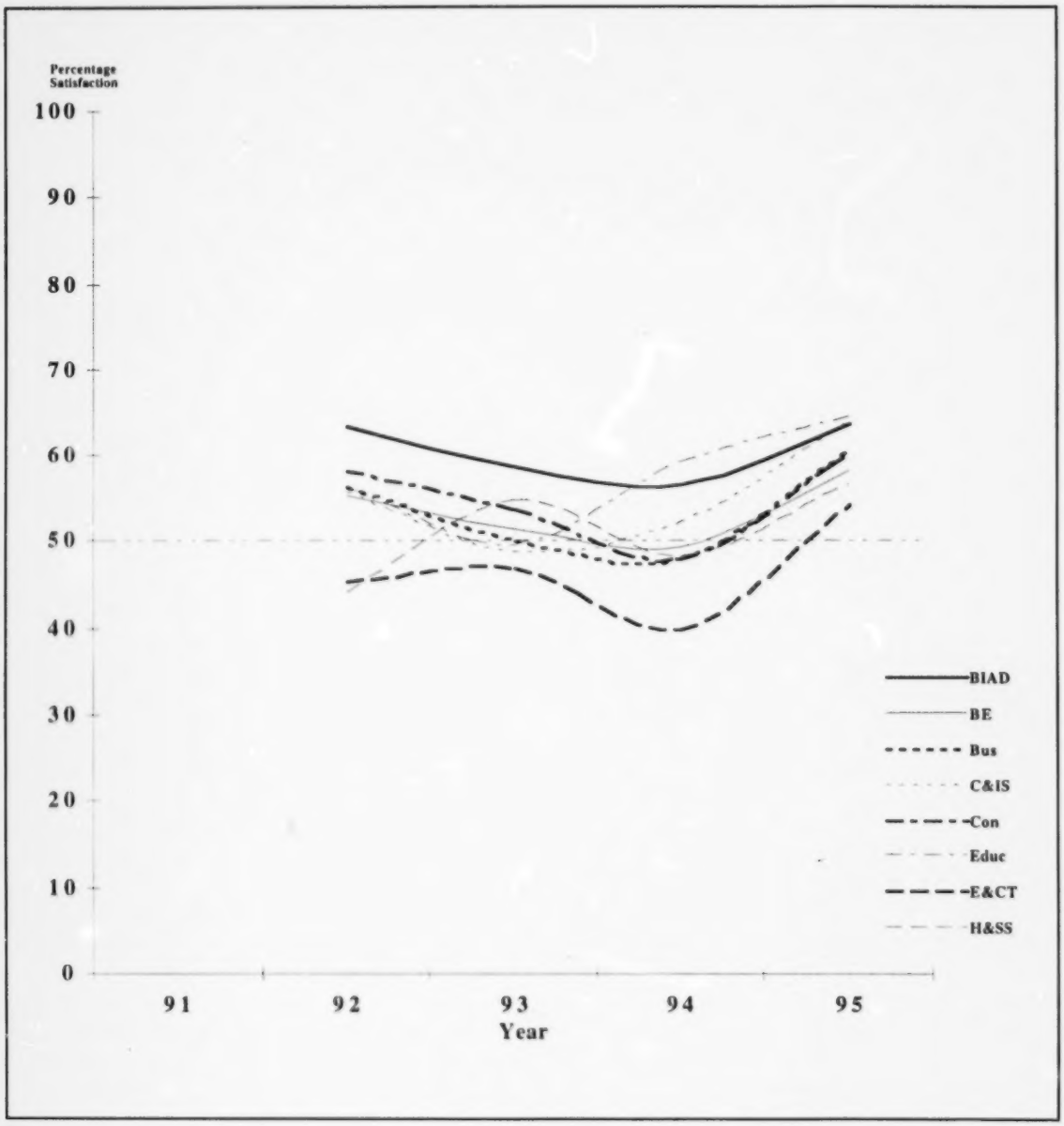
	91	92	93	94	95
BIAD		72.83	73.83	70.53	72.27
BE		61.67	79.67	60.84	64.15
Bus		65.50	65.17	65.40	69.66
C&IS		68.50	67.67	71.32	81.48
Con		67.50	68.17	67.06	77.78
Educ		77.83	76.50	81.42	83.12
E&CT		63.67	65.33	61.65	68.54
H&SS		67.17	67.33	65.04	65.84

Figure 57: Teaching staff encourage students to learn effectively



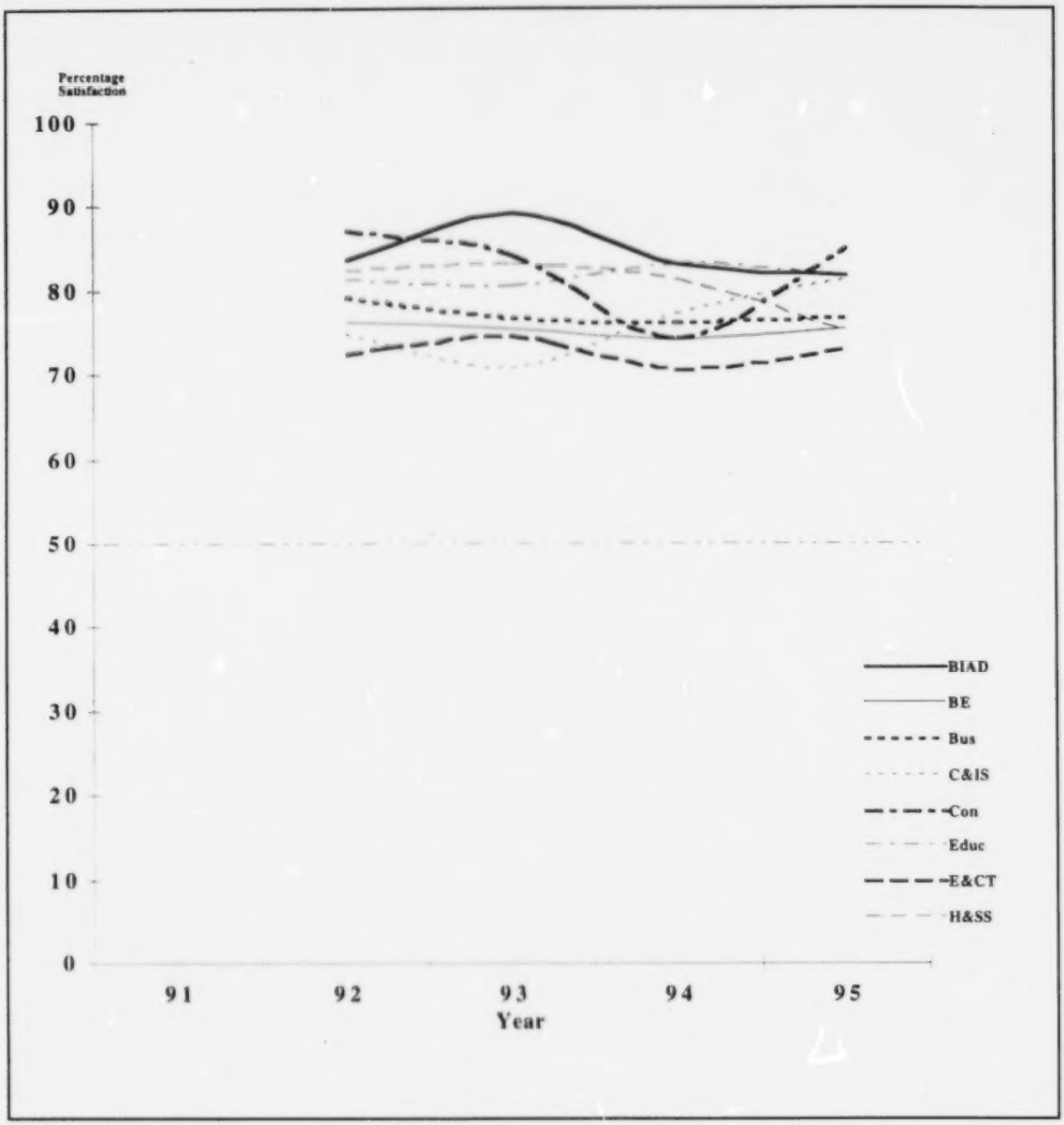
	91	92	93	94	95
BIAD		73.83	78.00	74.83	67.67
BE		60.67	59.00	65.65	59.23
Bus		61.50	61.17	66.16	62.30
C&IS		63.67	58.50	67.80	64.01
Con		70.50	58.33	65.48	69.93
Educ		69.00	62.83	77.70	65.85
E&CT		55.33	60.17	60.38	59.85
H&SS		66.17	69.00	69.20	61.52

Figure 58: Teaching staff are available



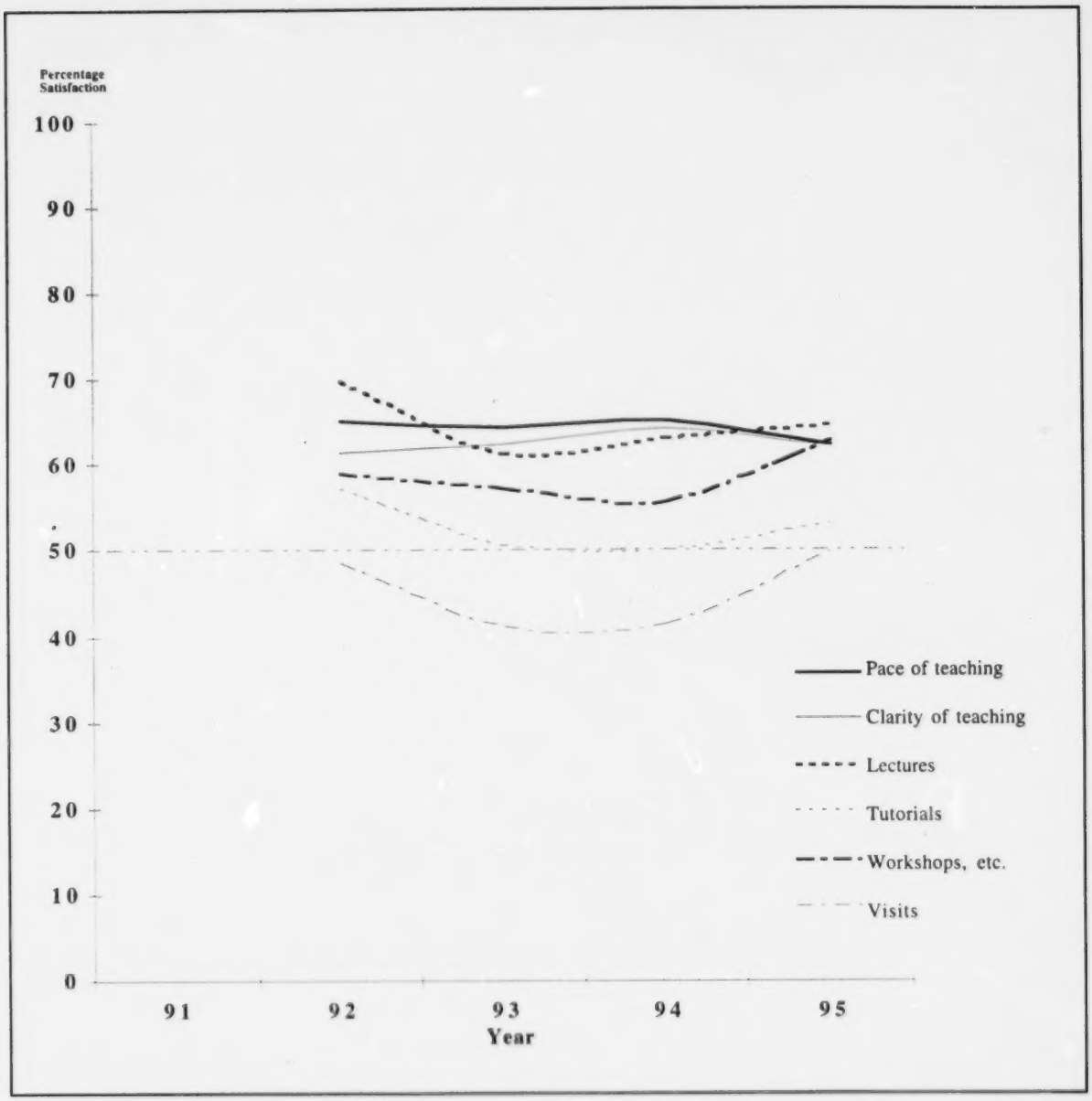
	91	92	93	94	95
BIAD		63.33	58.83	56.60	63.67
BE		55.33	51.33	49.43	58.33
Bus		56.50	50.17	48.14	60.45
C&IS		56.00	48.83	52.28	64.09
Con		58.33	53.83	48.02	60.42
Educ		56.33	49.50	59.37	64.40
E&CT		45.33	47.00	39.83	54.24
H&SS		44.00	54.83	48.30	56.54

Figure 59: Teaching staff have an academic/professional understanding of their subject



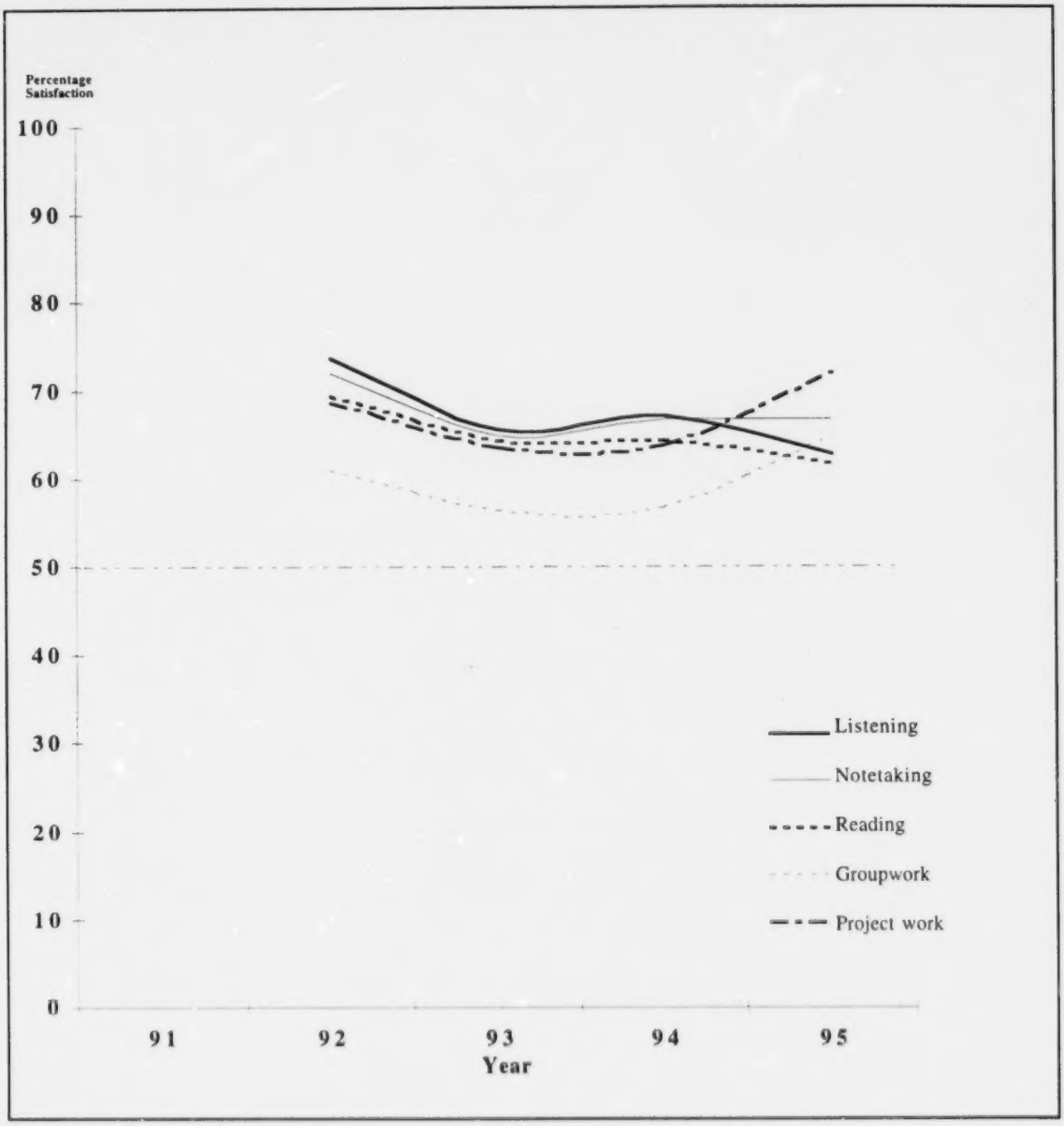
	91	92	93	94	95
BIAD		83.67	89.33	83.06	81.78
BE		76.33	75.33	74.11	75.34
Bus		79.17	76.67	76.10	76.64
C&IS		75.00	70.83	77.26	81.29
Con		87.17	84.17	74.39	85.11
Educ		81.33	80.50	83.22	81.66
E&CT		72.50	74.50	70.71	72.92
H&SS		82.33	83.17	81.41	75.11

Figure 60: Teaching set 1



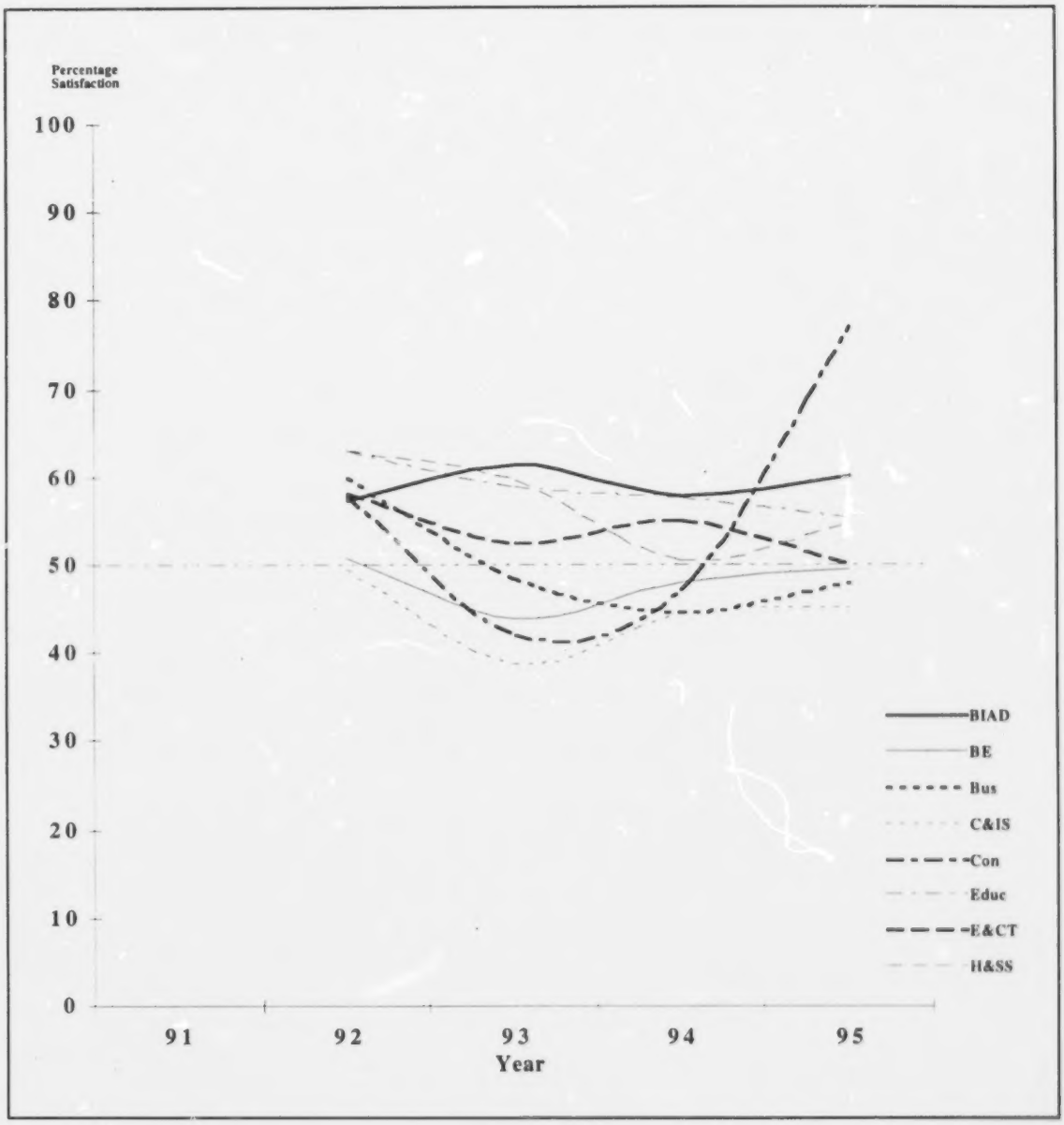
	91	92	93	94	95
Pace of teaching		65.33	64.33	65.17	62.50
Clarity of teaching		61.50	62.33	64.17	62.17
Lectures		69.83	61.33	63.17	64.83
Tutorials		57.33	50.67	50.17	53.17
Workshops, etc.		59.17	57.33	55.83	63.00
Visits		48.50	41.17	41.33	49.83

Figure 61: Teaching set 2



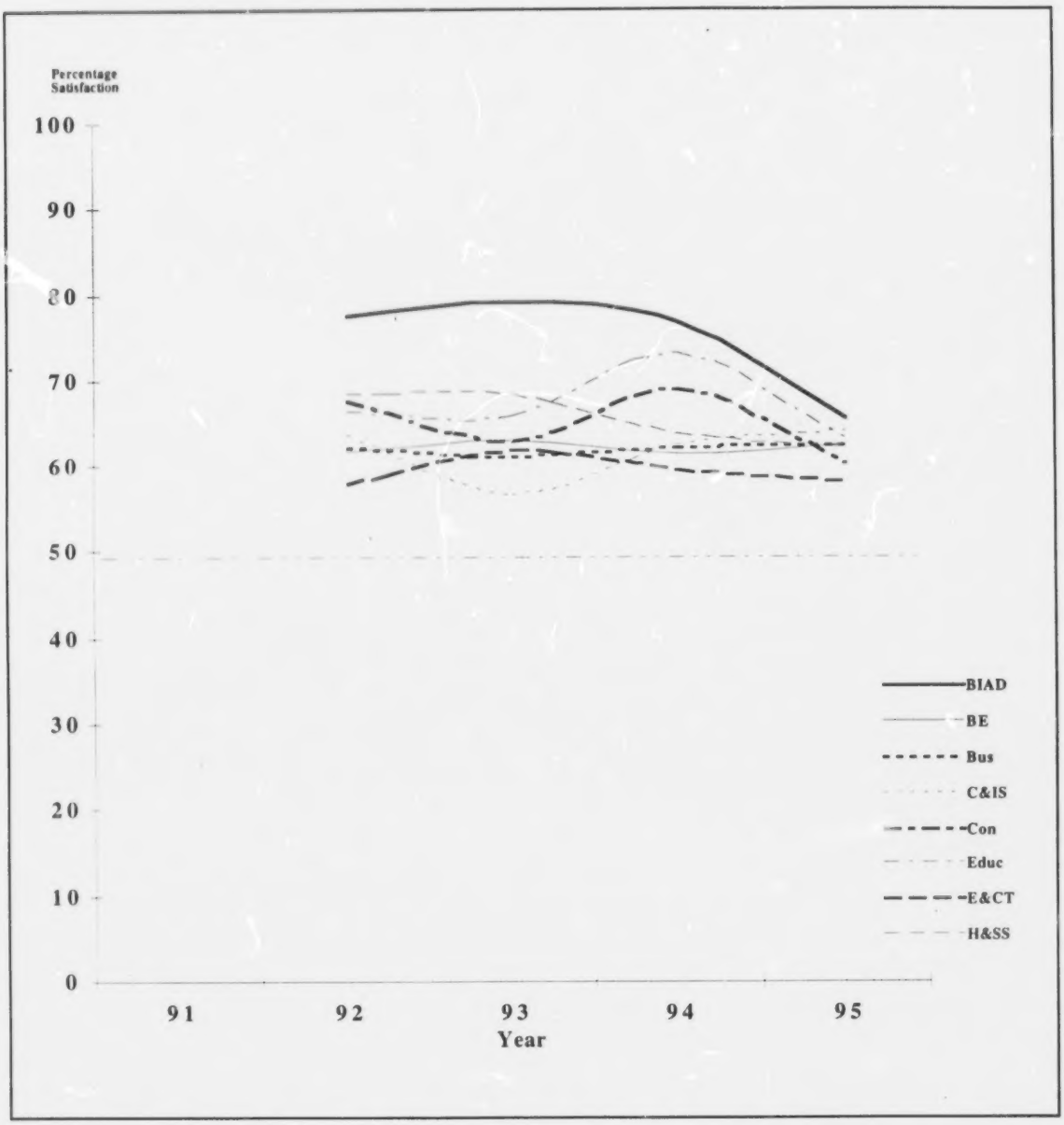
	91	92	93	94	95
Listening		73.67	65.67	67.17	62.67
Notetaking		72.00	64.83	66.50	66.50
Reading		69.50	64.17	64.33	61.83
Group work		61.00	56.33	56.67	64.83
Project work		68.50	63.50	63.67	72.00

Figure 62: Tutorials



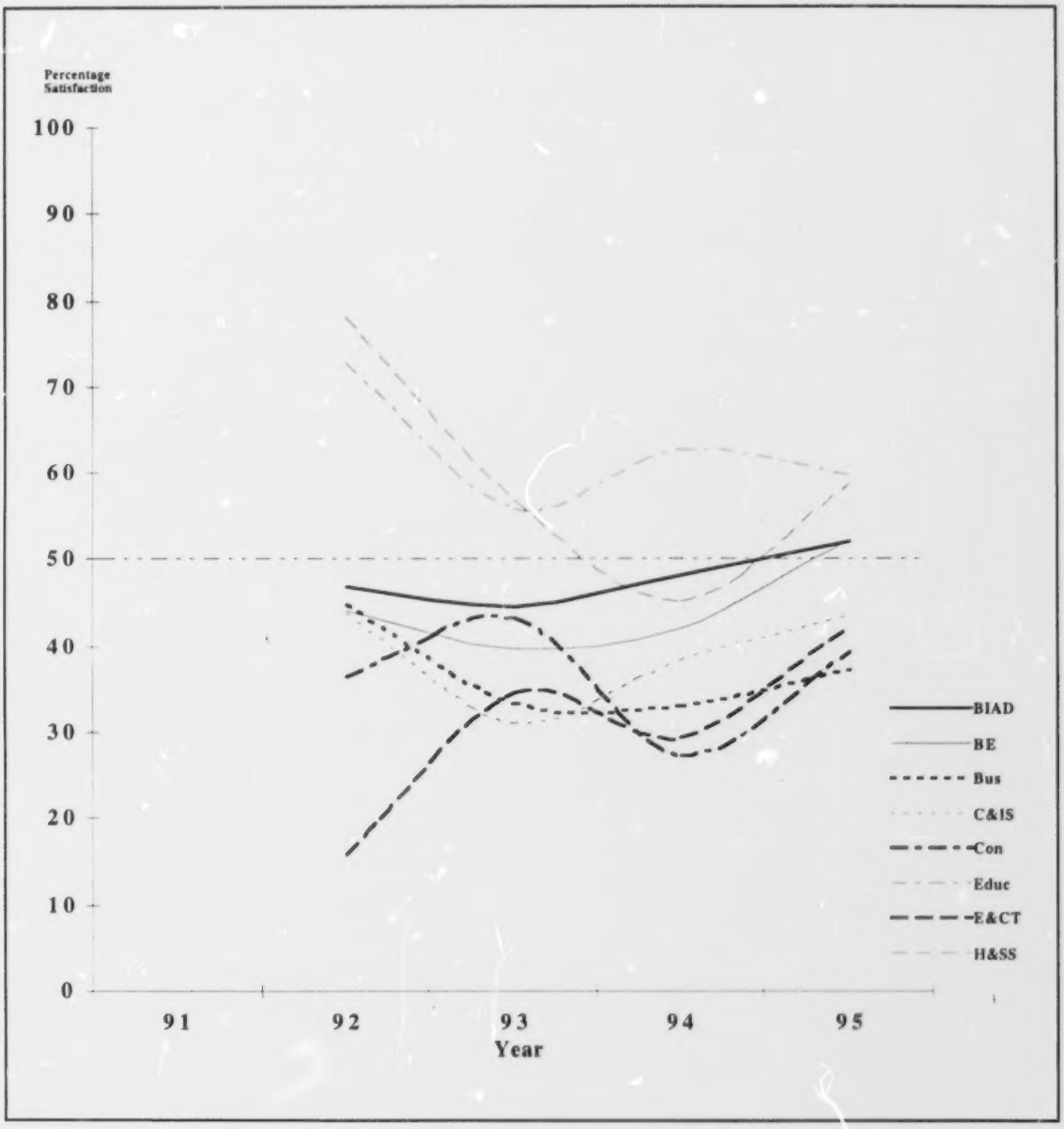
	91	92	93	94	95
BIAD		57.33	61.50	57.86	60.12
BE		50.83	44.00	48.00	49.59
Bus		60.00	48.50	44.58	47.98
C&IS		49.50	38.83	44.48	45.24
Con		57.83	42.00	47.08	76.98
Educ		63.00	59.00	57.72	55.43
E&CT		58.17	52.67	55.12	50.06
H&SS		63.00	59.67	50.61	54.65

Figure 63: Pace of teaching



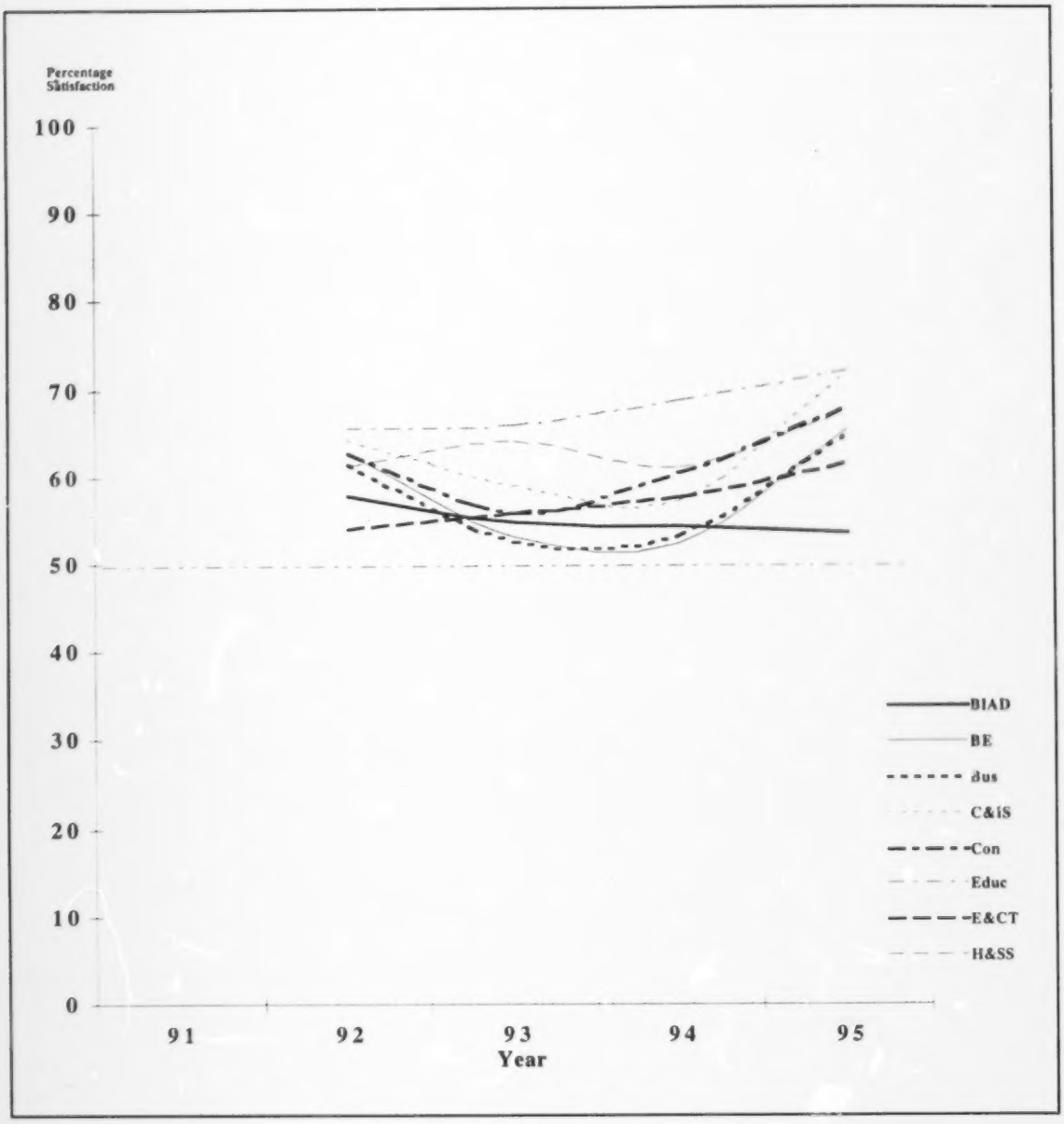
	91	92	93	94	95
BIAD		77.67	79.00	76.87	65.45
BE		61.67	62.83	61.43	62.32
Bus		62.17	61.00	62.20	62.33
C&IS		63.83	56.67	62.37	64.08
Con		67.50	62.83	69.05	60.42
Educ		66.33	65.83	73.15	63.07
E&CT		57.83	61.83	59.42	58.33
H&SS		68.50	68.50	63.68	62.21

Figure 64: Visits



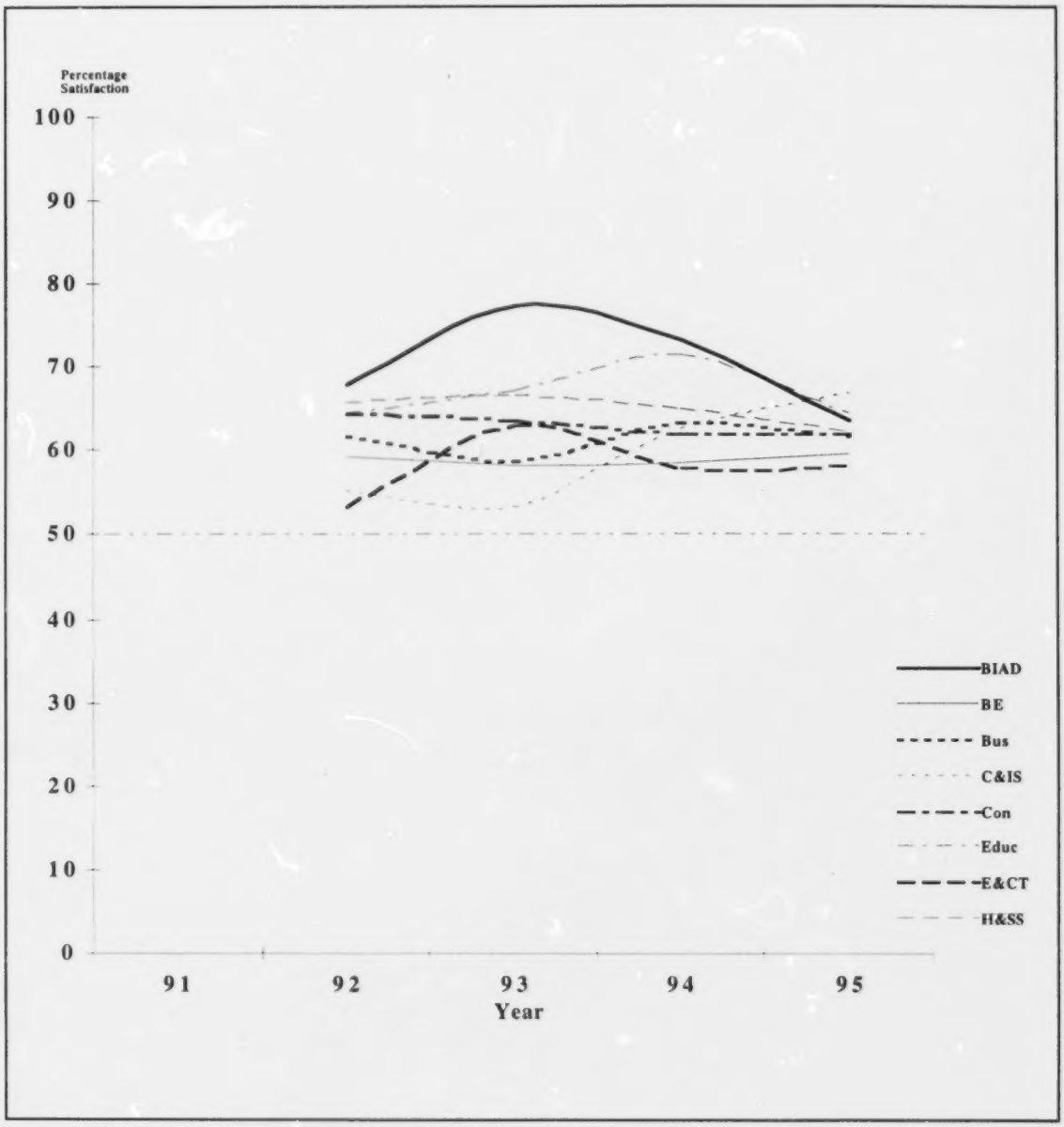
	91	92	93	94	95
BIAD		47.00	44.67	48.35	52.12
BE		44.00	39.67	41.98	52.31
Bus		44.83	33.33	33.08	37.21
C&IS		43.83	31.00	38.39	43.54
Con		36.50	43.33	27.38	39.39
Educ		72.83	55.83	62.62	59.67
E&CT		16.00	34.67	29.53	42.65
H&SS		78.17	56.83	45.17	58.73

Figure 65: Groupwork



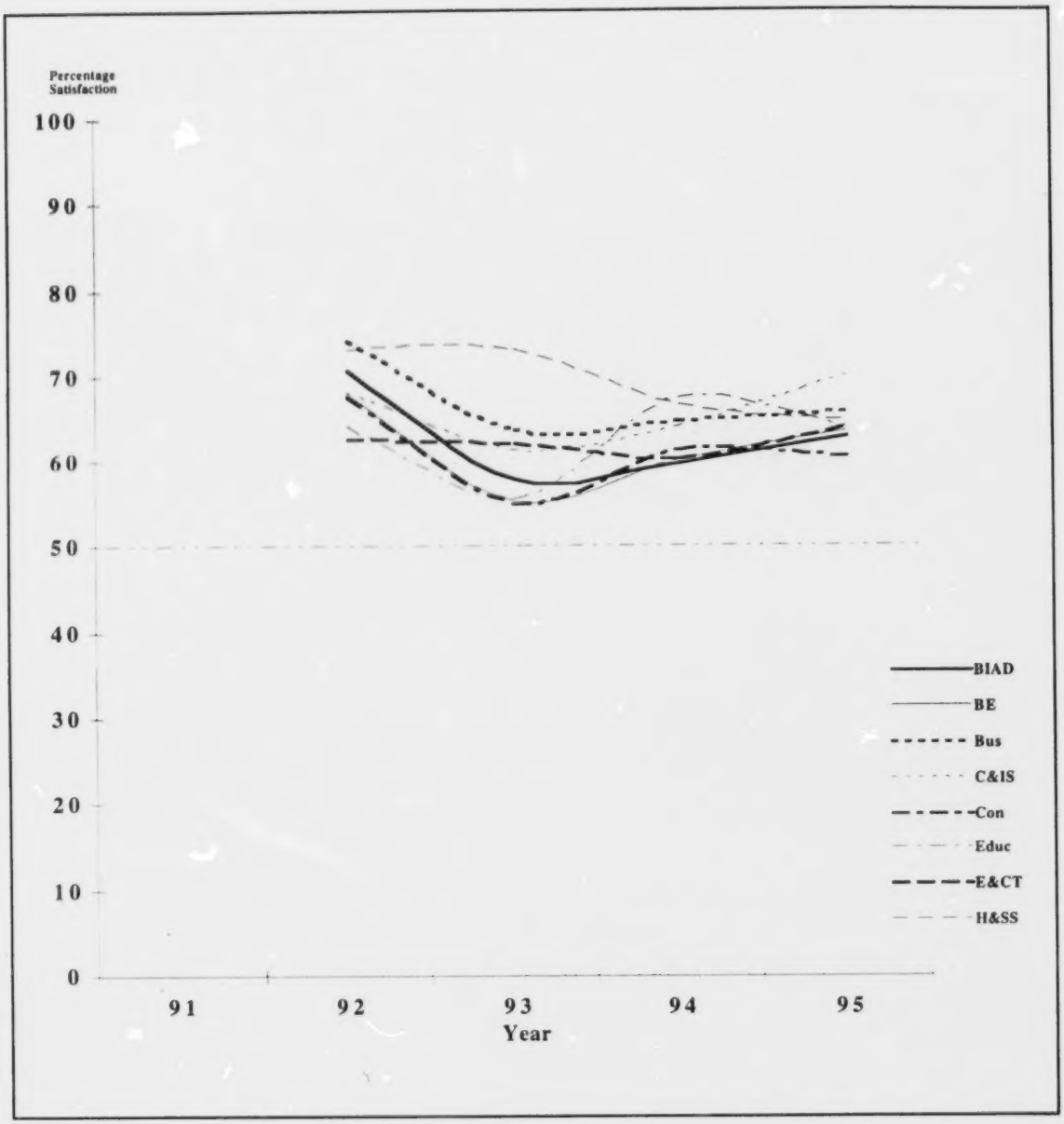
	91	92	93	94	95
BIAD		58.00	54.83	54.45	53.48
BE		62.83	53.00	52.32	55.35
Bus		61.50	52.50	53.32	64.77
C&IS		64.17	59.00	57.08	71.89
Con		62.83	55.83	60.42	67.89
Educ		65.67	65.83	68.63	71.91
E&CT		54.00	55.83	57.54	61.59
H&SS		61.33	64.00	61.06	67.38

Figure 66: Clarity of teaching



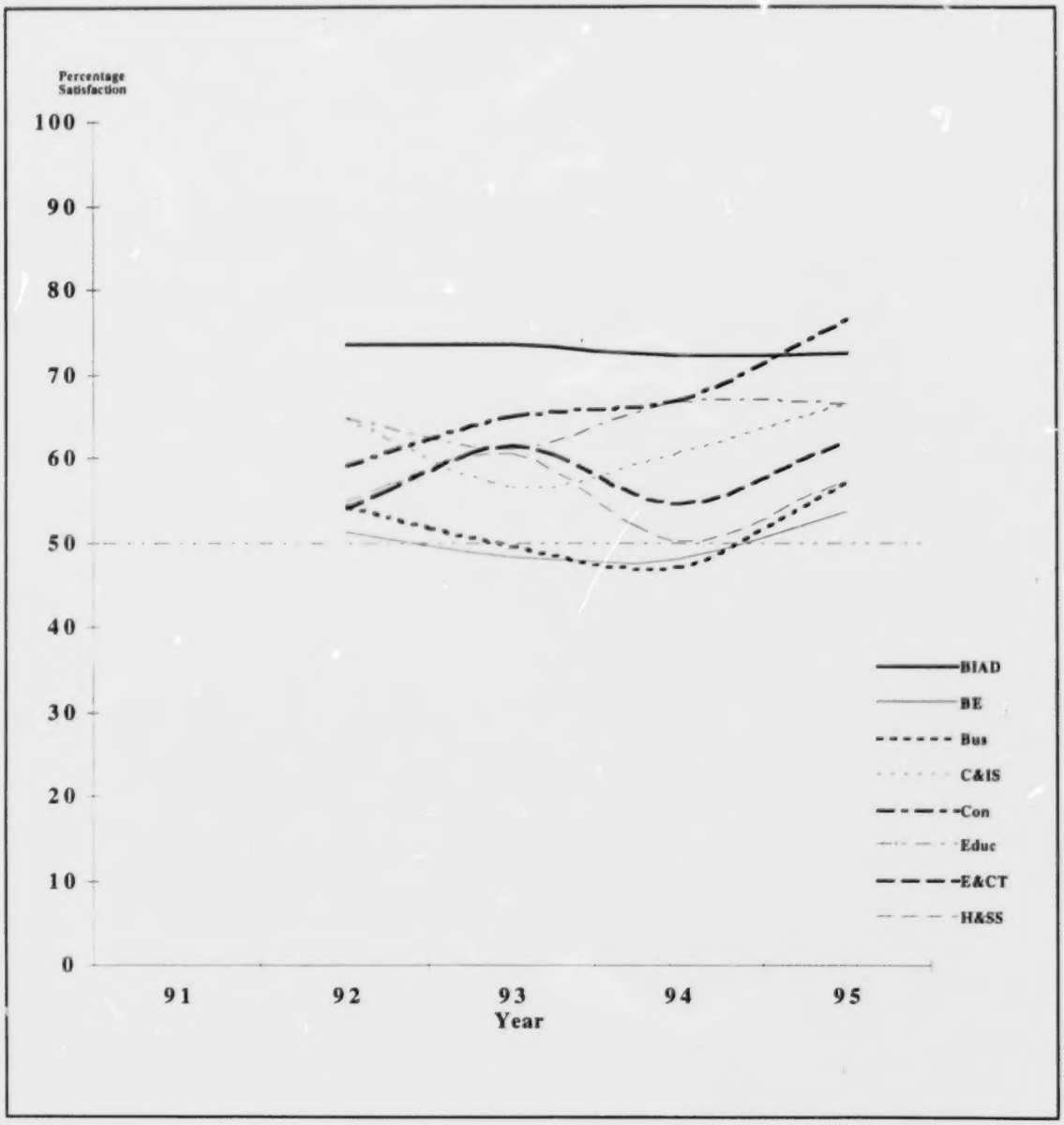
	91	92	93	94	95
BIAD		68.00	77.33	73.37	63.67
BE		59.17	58.33	58.40	59.52
Bus		61.83	58.83	63.34	61.83
C&IS		55.17	53.33	62.47	66.75
Con		64.33	63.67	61.90	61.90
Educ		64.33	67.00	71.43	64.42
E&CT		53.33	63.17	57.91	58.21
H&SS		65.67	66.67	64.87	62.14

Figure 67: Lectures



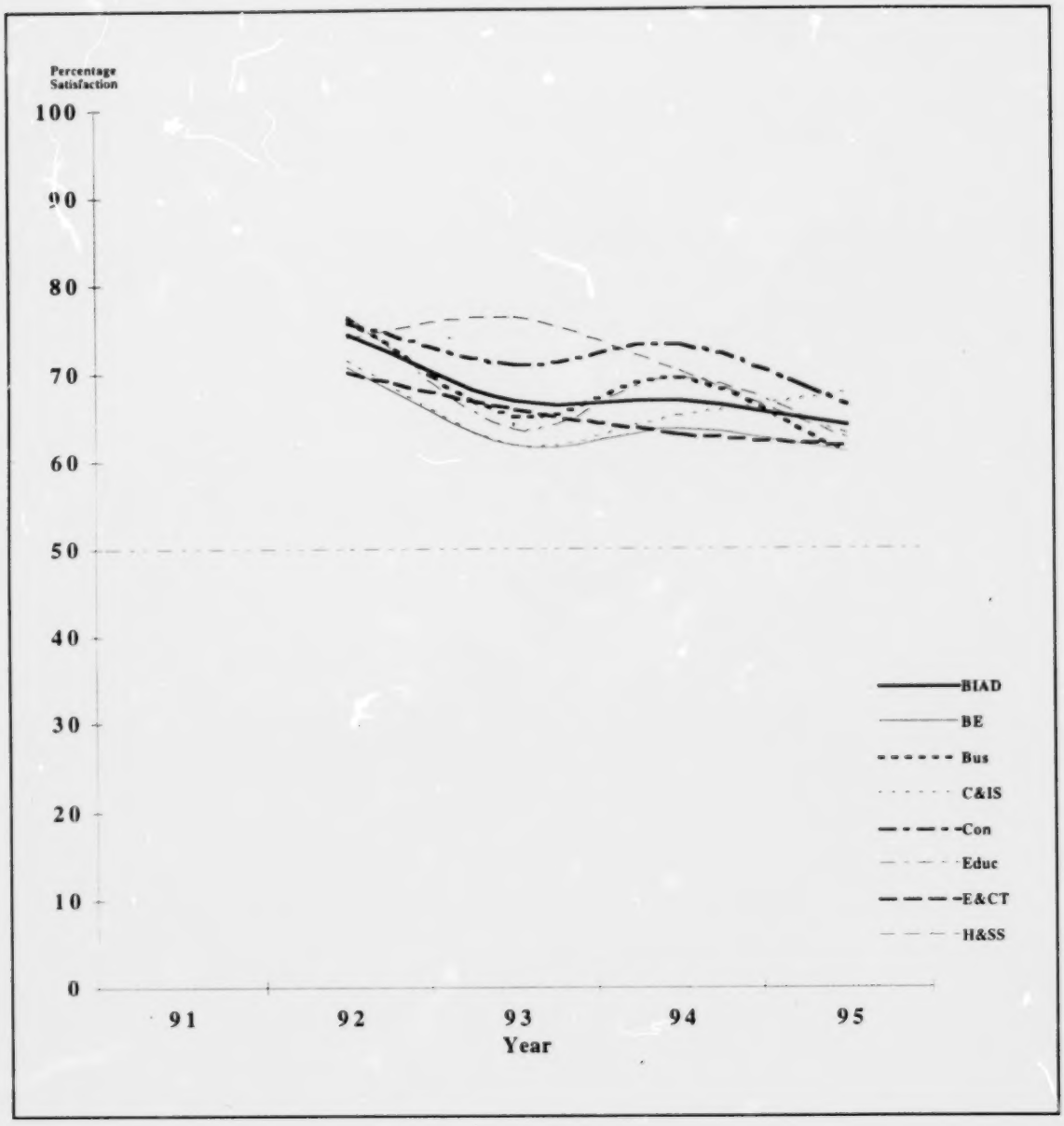
	91	92	93	94	95
BIAD		70.67	58.00	59.79	63.02
BE		68.00	55.33	59.95	63.43
Bus		74.17	63.83	64.83	65.84
C&IS		68.17	61.33	63.98	69.85
Con		67.50	55.00	61.25	60.69
Educ		64.17	55.67	67.24	63.94
E&CT		62.67	62.17	60.42	64.04
H&SS		73.00	73.00	66.52	64.69

Figure 68: Workshops



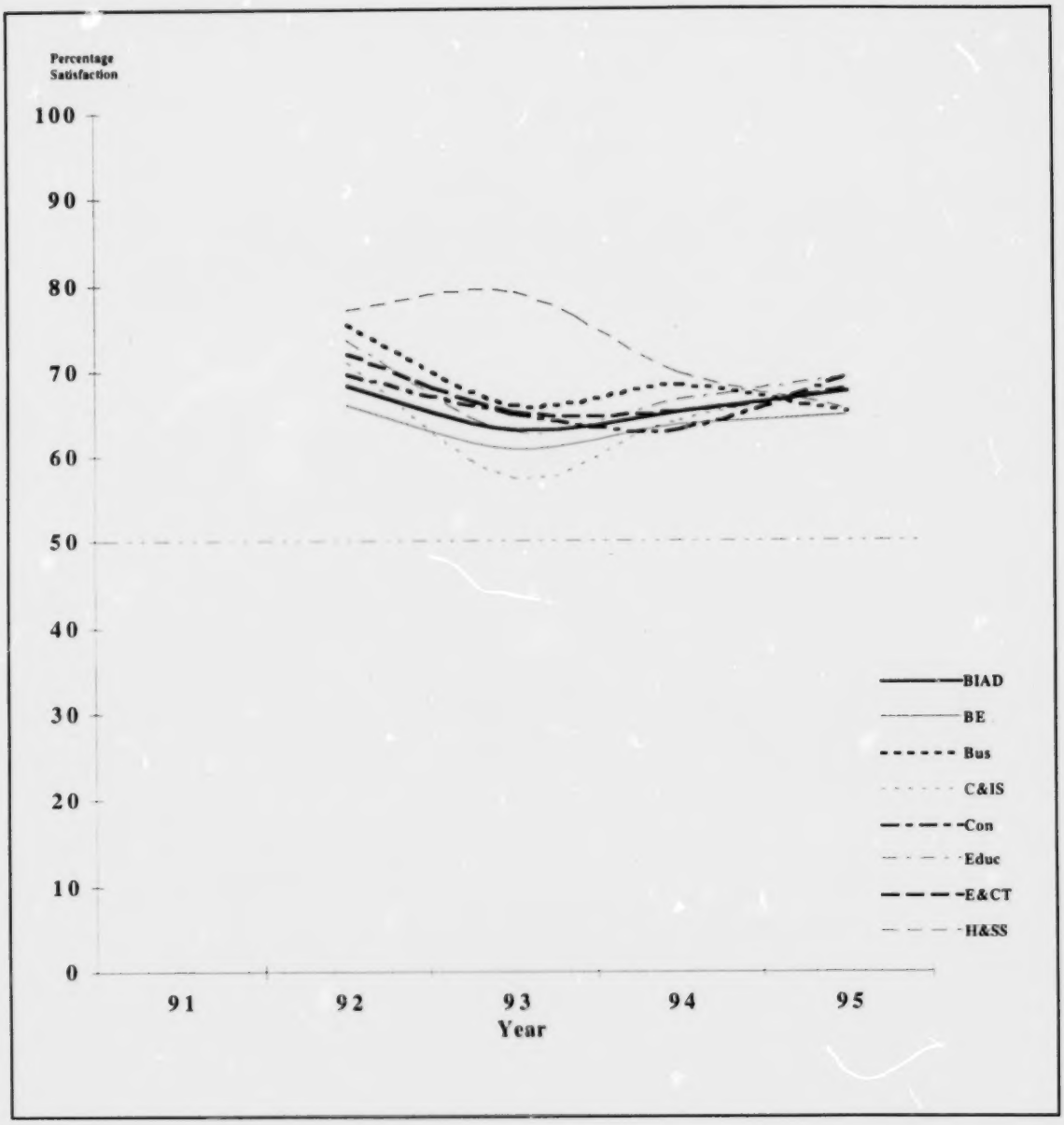
	91	92	93	94	95
BIAD		73.50	73.50	72.35	72.46
BE		51.33	48.17	48.00	53.50
Bus		54.50	49.50	47.11	57.28
C&IS		64.83	56.67	60.64	66.47
Con		59.17	65.00	67.06	76.51
Educ		64.83	61.00	66.67	66.48
E&CT		54.17	61.50	54.54	62.26
H&SS		55.00	60.50	50.25	57.21

Figure 69: Listening



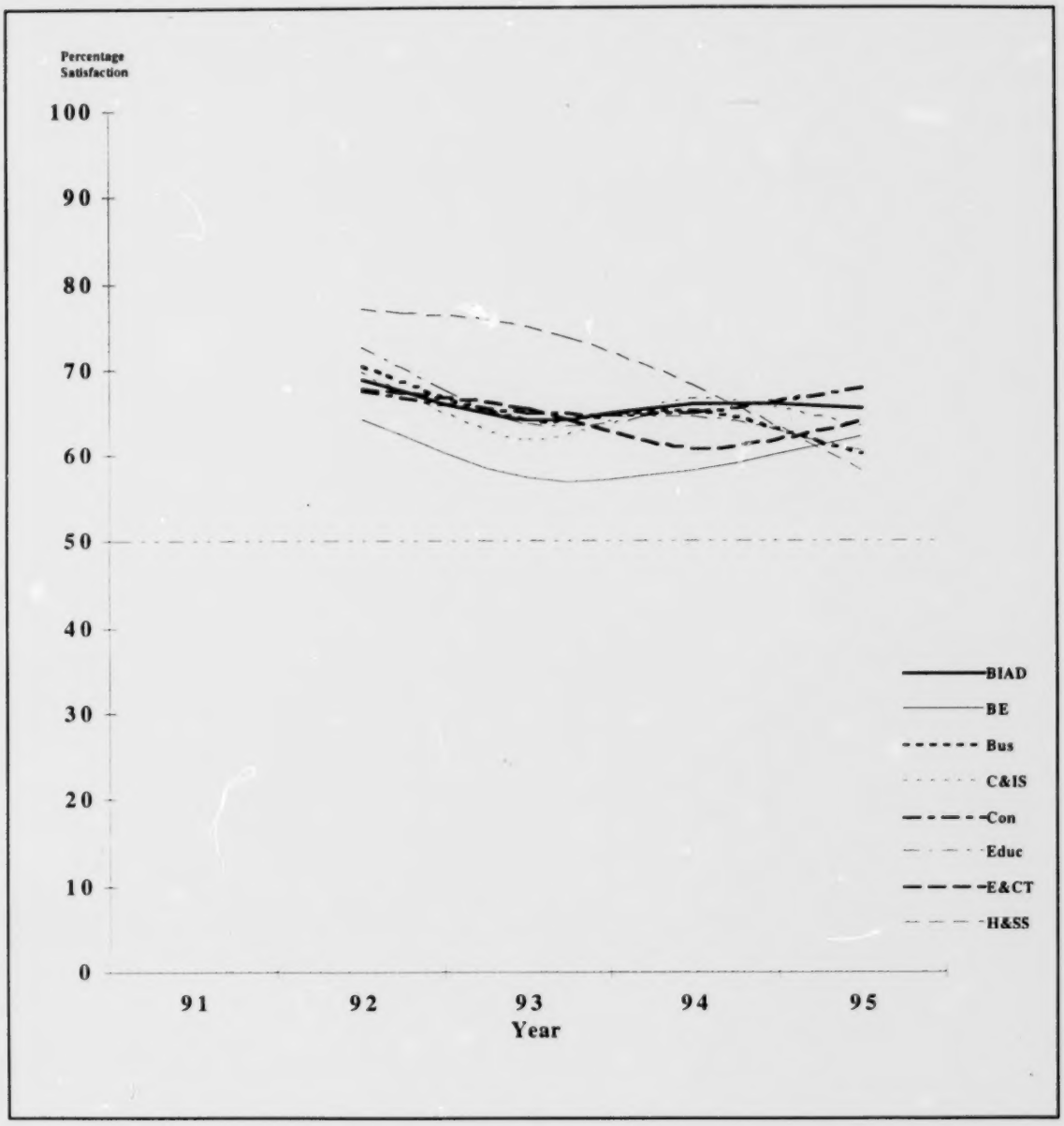
	91	92	93	94	95
BIAD		74.50	66.83	66.82	64.11
BE		70.67	61.67	63.59	60.91
Bus		76.33	65.17	69.33	60.91
C&IS		71.50	61.83	64.99	67.58
Con		75.83	70.83	73.24	66.28
Educ		76.50	63.50	69.28	63.09
E&CT		70.17	65.83	63.00	61.62
H&SS		74.00	76.17	70.25	62.51

Figure 70: Notetaking



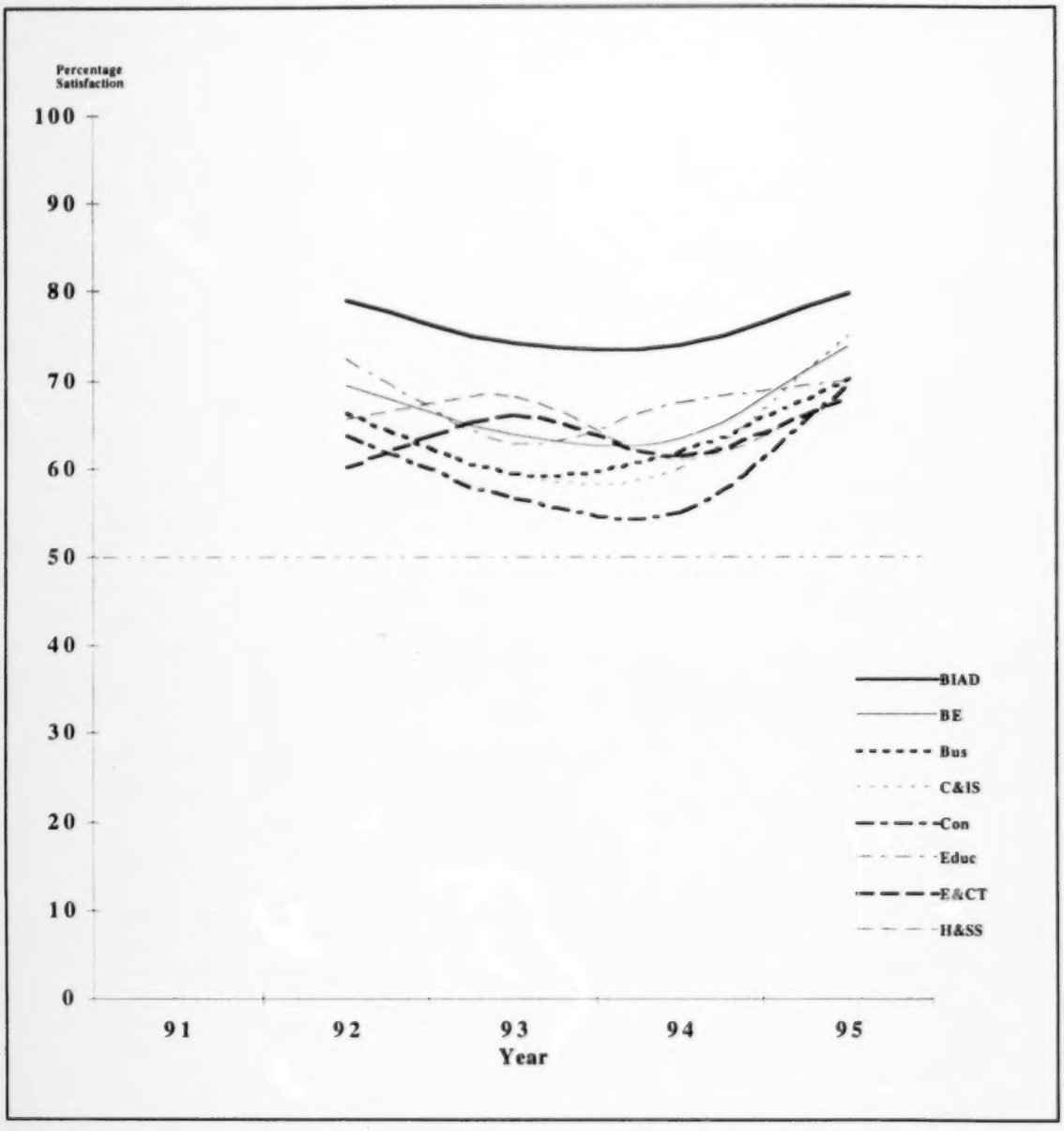
	91	92	93	94	95
BIAD		68.33	63.17	65.24	67.52
BE		66.17	60.83	63.81	64.67
Bus		75.33	66.17	68.41	65.26
C&IS		71.00	57.33	64.17	67.59
Con		69.67	65.00	63.25	69.51
Educ		73.67	62.83	66.55	69.21
E&CT		72.17	65.33	65.23	67.92
H&SS		77.00	79.17	69.61	65.60

Figure 71: Reading



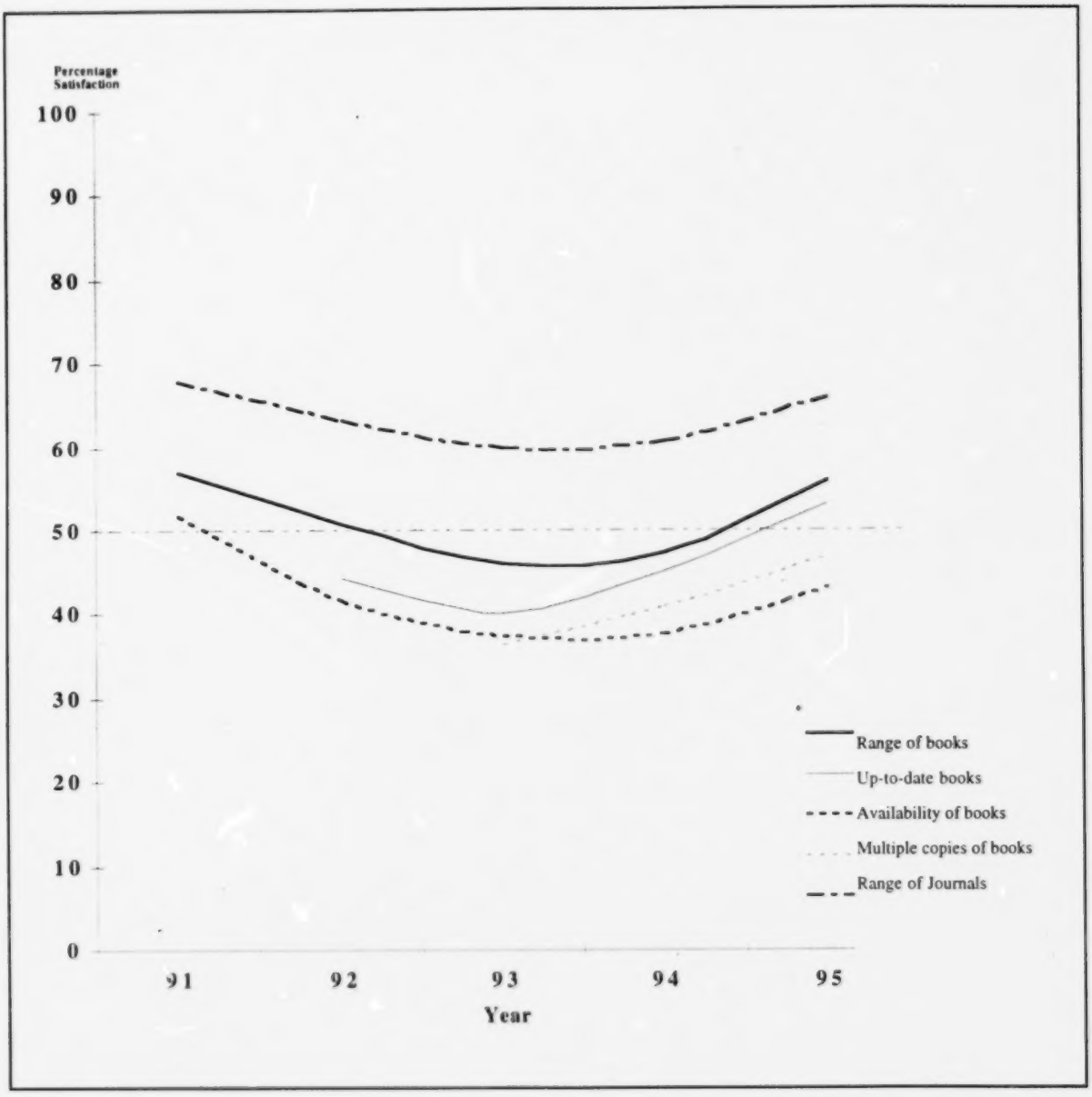
	91	92	93	94	95
BIAD		69.00	64.33	66.03	65.50
BE		64.33	57.50	58.14	62.06
Bus		70.50	64.33	65.36	60.27
C&IS		69.67	62.00	66.45	63.35
Con		67.50	65.00	65.08	67.92
Educ		72.67	63.83	64.52	60.47
E&CT		68.00	65.50	60.92	64.01
H&SS		77.00	74.83	68.18	58.19

Figure 72: Project work



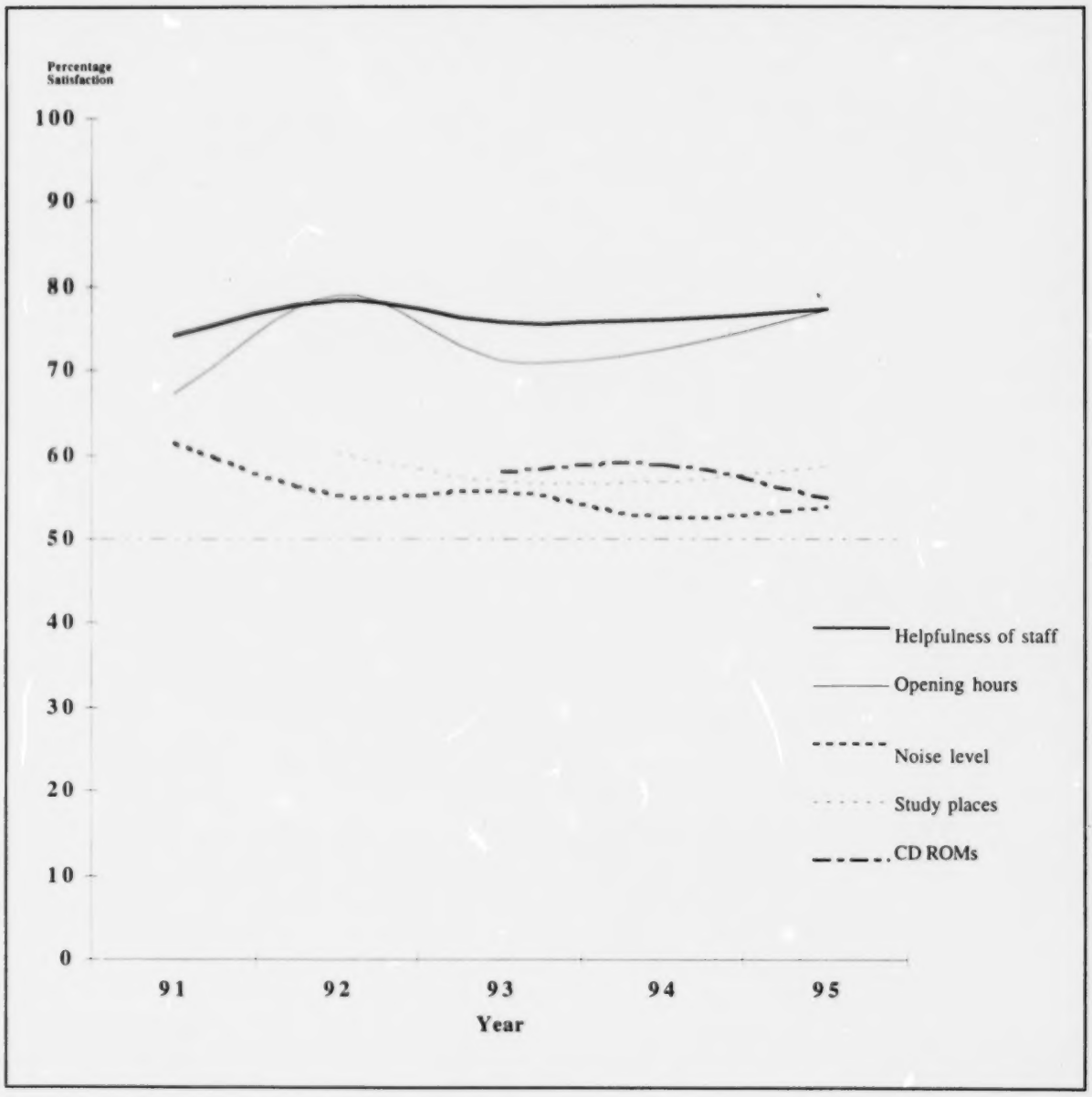
	91	92	93	94	95
BIAD		79.17	74.17	73.93	79.79
BE		69.33	63.67	63.36	73.61
Bus		66.33	59.50	62.05	70.11
C&IS		66.17	59.17	60.00	75.00
Con		63.67	56.67	55.00	69.44
Educ		72.33	62.83	67.44	69.92
E&CT		60.17	66.00	61.44	68.18
H&SS		65.67	68.00	60.95	68.15

Figure 73: Library set 1



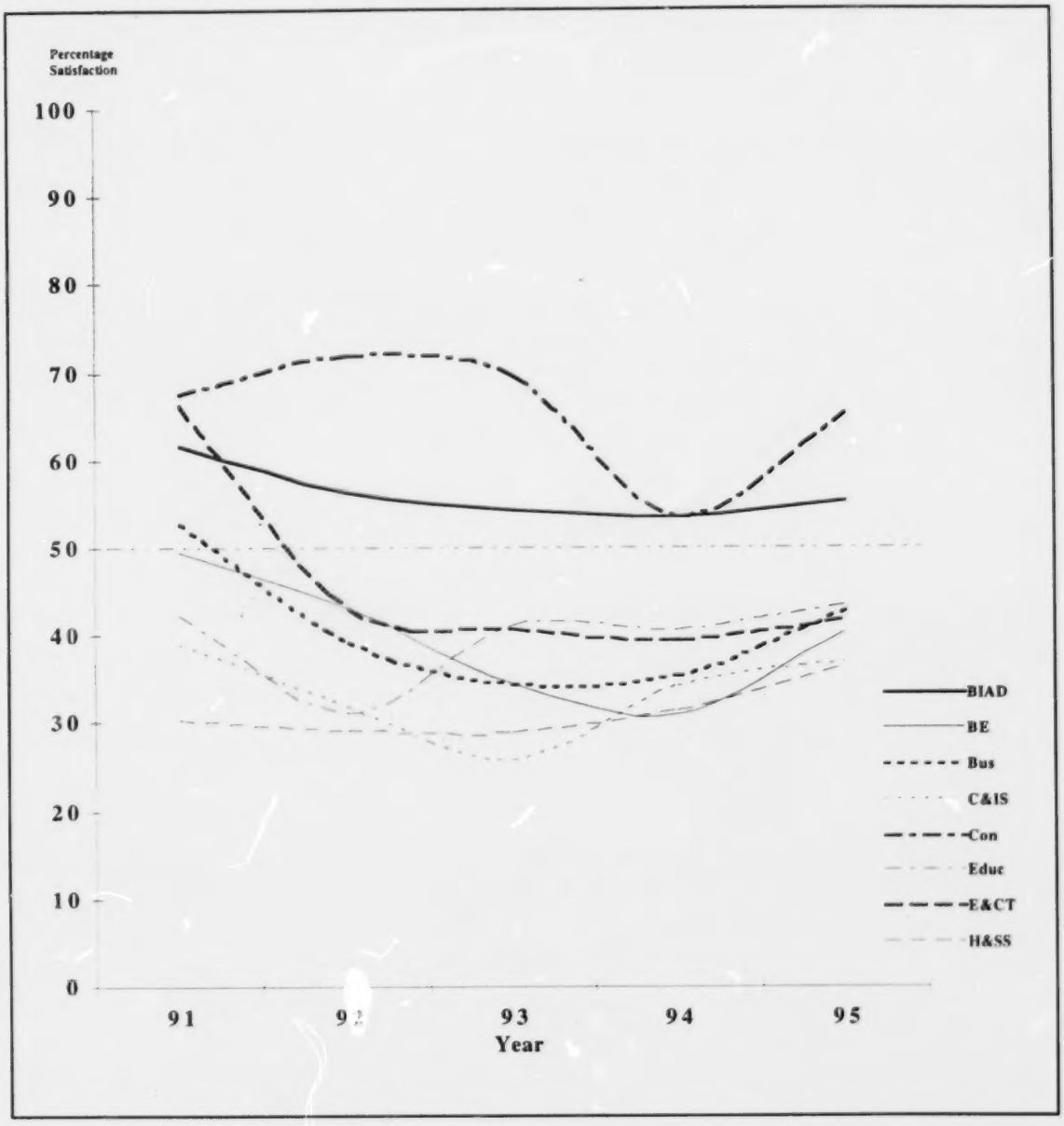
	91	92	93	94	95
Range of books	57.00	50.83	46.17	47.33	56.00
Up-to-date books		44.17	40.00	45.00	53.00
Availability of books	51.75	41.67	37.50	37.83	43.17
Multiple copies of books			36.50	40.83	46.83
Range of journals	68.00	63.33	60.00	60.67	65.83

Figure 74: Library set 2



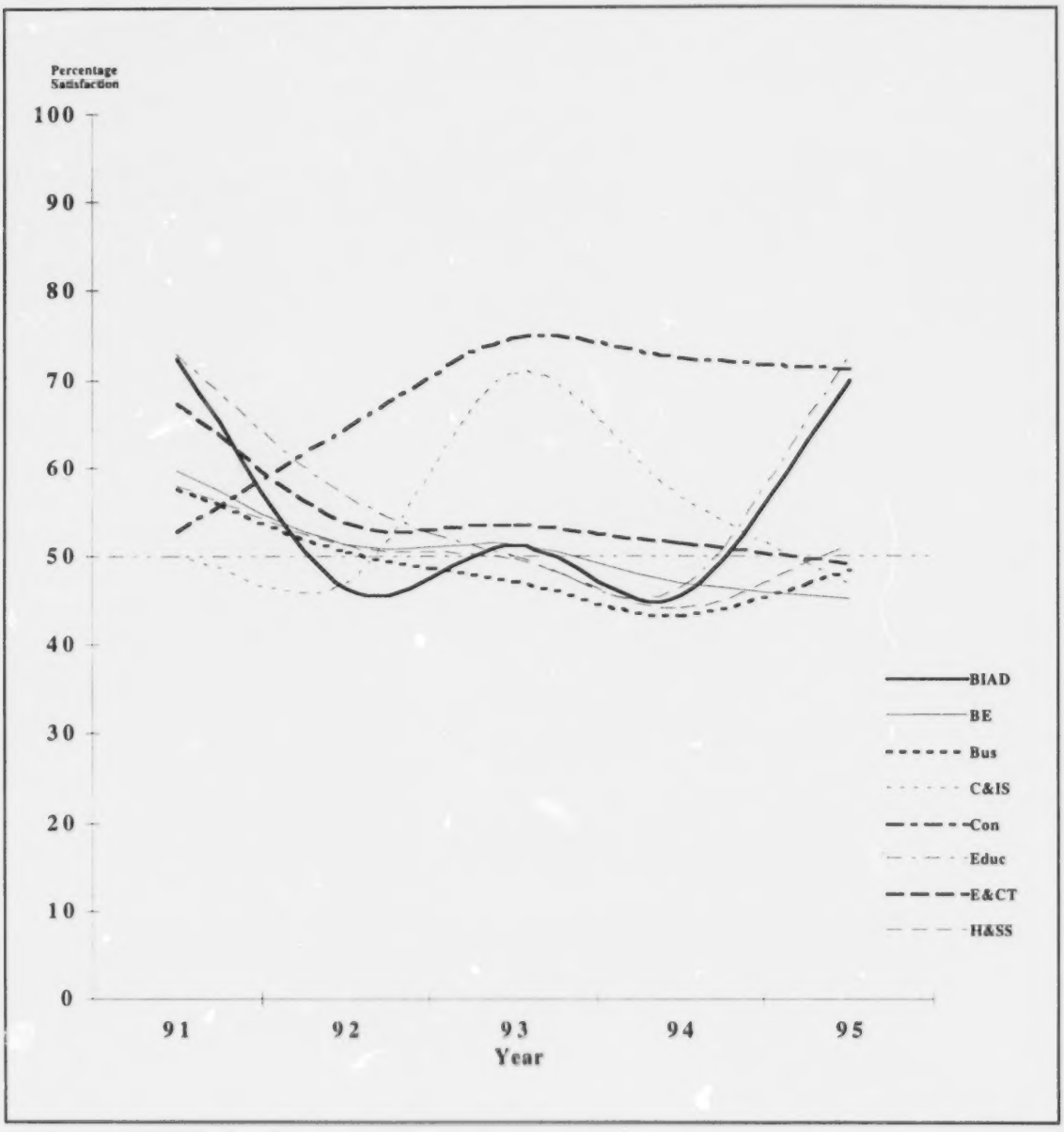
	91	92	93	94	95
Helpfulness of staff	74.25	78.33	75.67	76.00	77.33
Opening hours	67.25	78.83	71.17	72.33	77.00
Noise level	61.55	55.17	55.67	52.50	54.00
Study places		60.17	56.67	56.67	58.67
CD ROMs			58.00	58.83	54.83

Figure 75: Availability of books



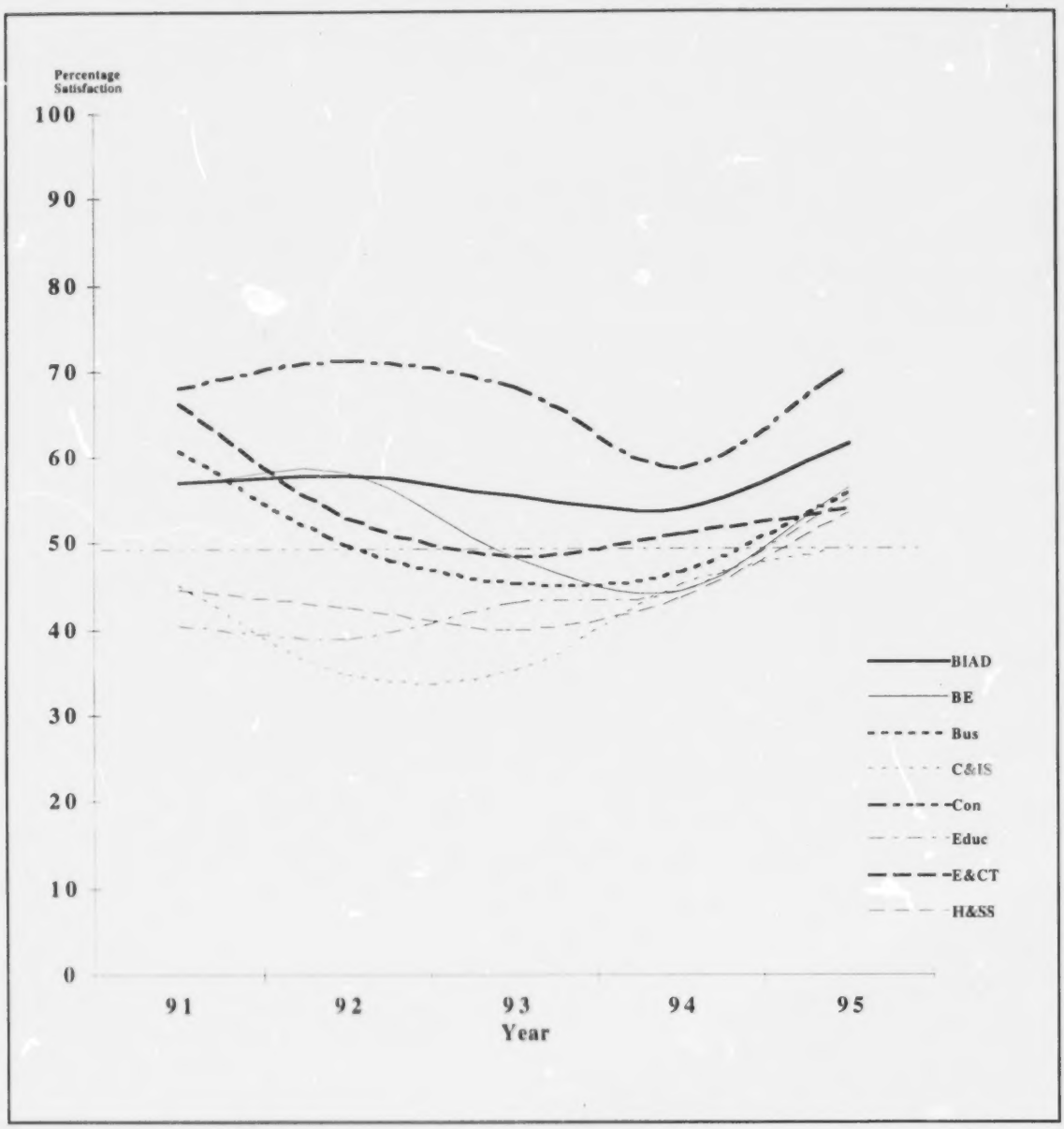
	91	92	93	94	95
BIAD	61.75	56.50	54.33	53.62	55.45
BE	49.50	43.17	34.50	30.77	40.40
Bus	52.75	39.17	34.50	35.45	42.90
C&IS	39.00	31.83	25.67	34.28	36.96
Con	67.50	72.00	69.67	53.57	65.42
Educ	42.25	31.17	41.00	40.58	43.25
E&CT	66.25	43.17	40.83	39.55	41.95
H&SS	30.25	29.00	28.83	31.38	36.59

Figure 76: Noise levels



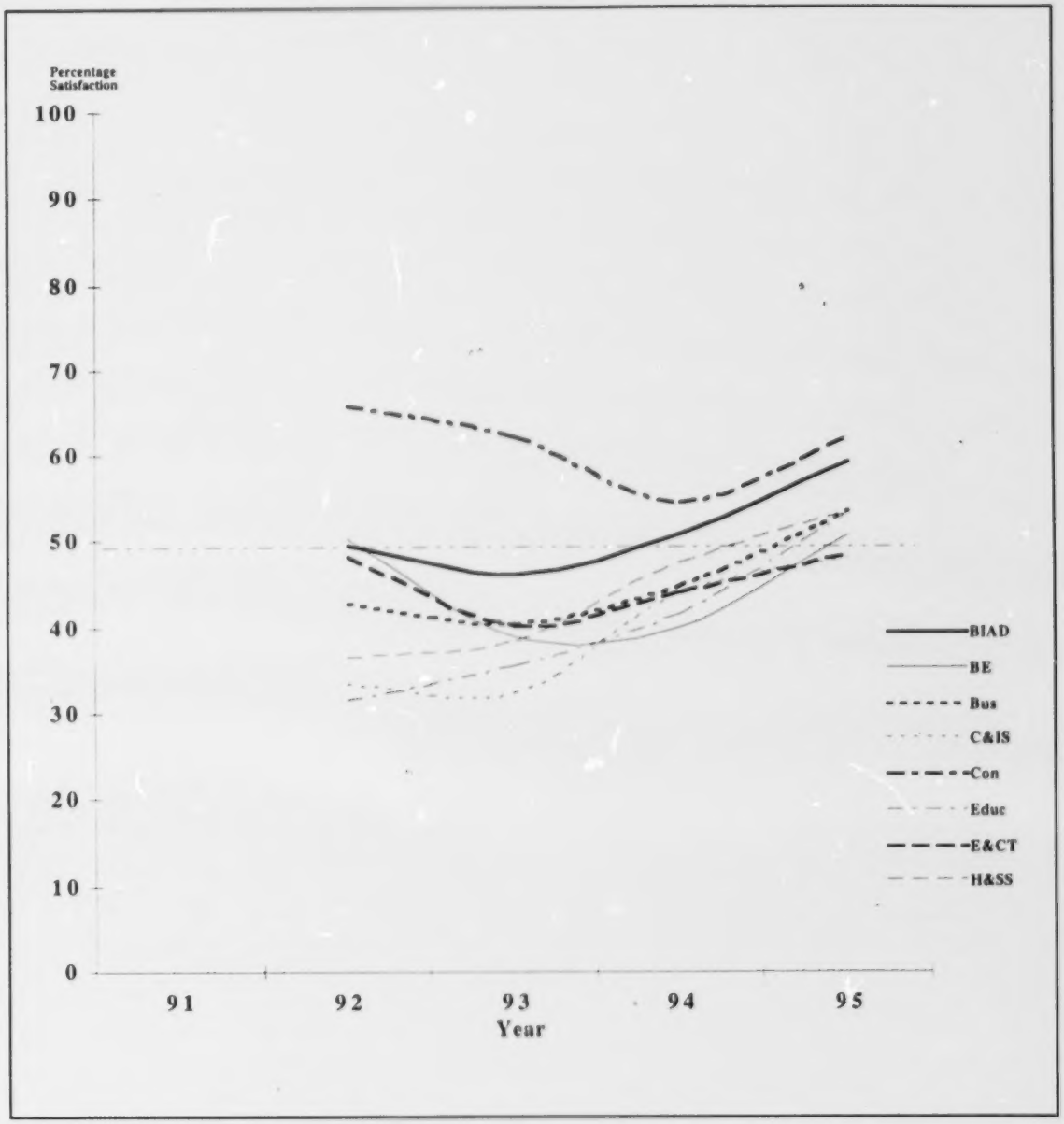
	91	92	93	94	95
BIAD	72.50	46.33	51.33	45.77	69.98
BE	59.75	51.17	51.17	46.94	45.22
Bus	57.75	50.50	47.17	43.38	48.40
C&IS	50.00	47.00	70.67	56.75	47.06
Con	52.75	64.50	74.83	72.52	71.28
Educ	73.00	56.83	50.00	46.41	72.52
E&CT	67.25	53.83	53.50	51.51	49.19
H&SS	58.00	51.17	49.83	44.21	51.34

Figure 77: Range of books



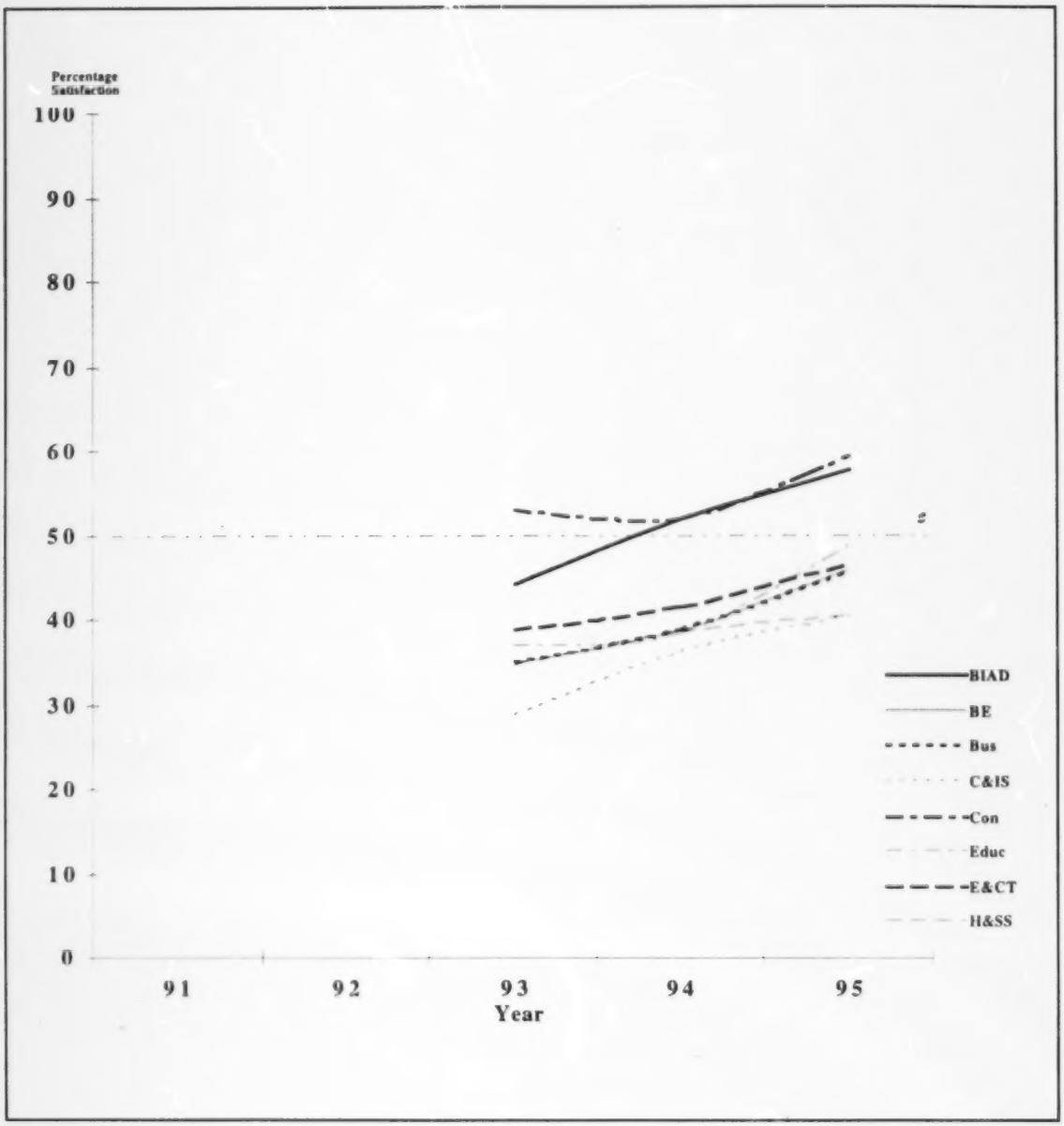
	91	92	93	94	95
BIAD	57.25	58.00	55.50	54.07	61.50
BE	57.00	58.33	48.33	44.42	56.50
Bus	60.75	50.00	45.50	46.71	56.00
C&IS	45.25	34.83	35.17	45.30	49.67
Con	68.25	71.17	68.17	58.73	70.50
Educ	40.50	38.83	43.00	44.27	55.17
E&CT	66.25	53.00	48.50	51.10	54.17
H&SS	44.75	42.67	40.00	43.71	53.50

Figure 78: 'Up-to-dateness' of books



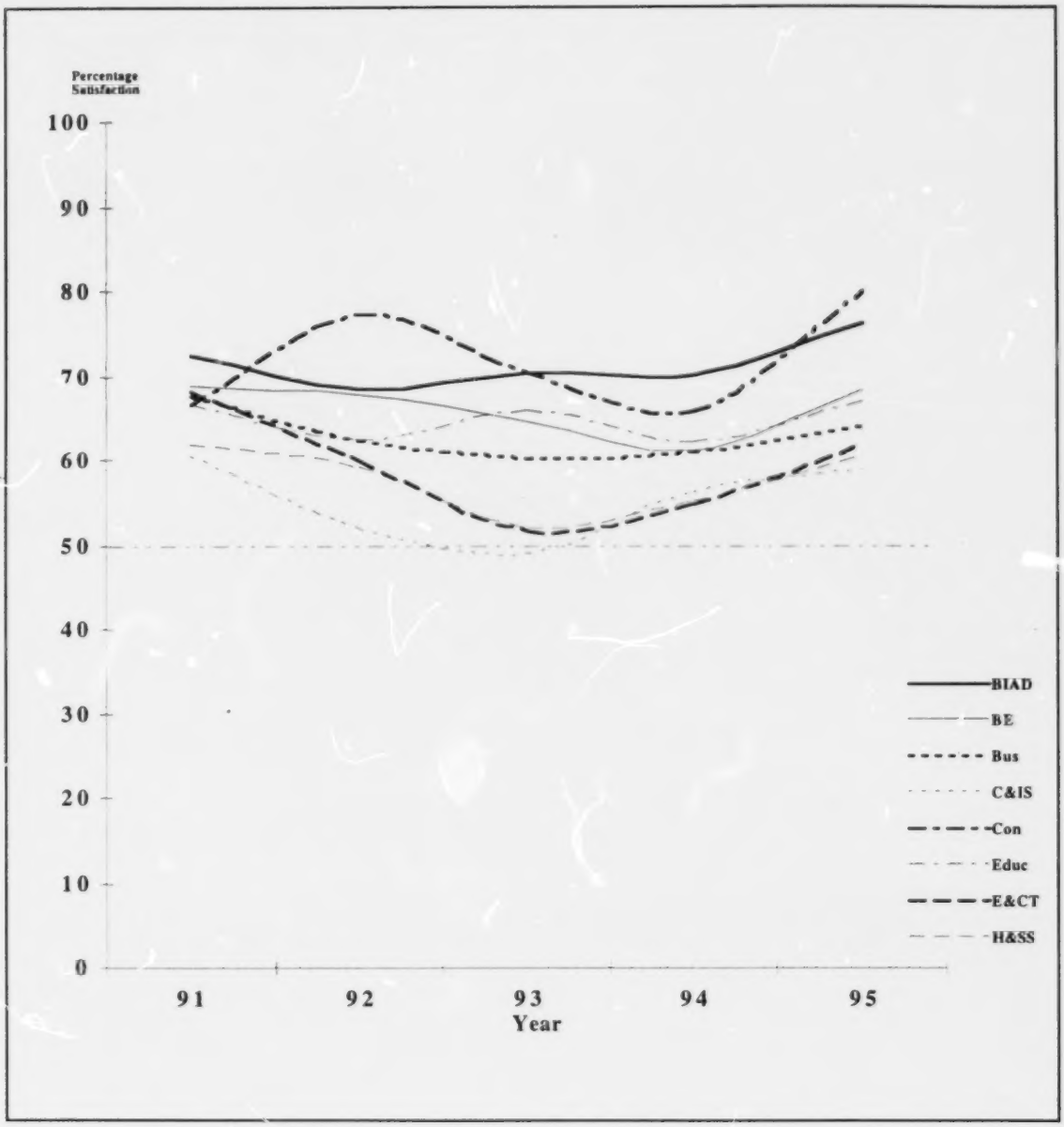
	91	92	93	94	95
BIAD		49.67	46.33	50.84	59.38
BE		50.33	39.00	39.91	50.66
Bus		42.83	40.50	44.89	53.56
C&IS		33.33	32.33	43.87	48.04
Con		65.83	62.17	54.47	62.12
Educ		31.50	35.50	41.41	53.20
E&CT		48.33	40.33	44.21	48.48
H&SS		36.67	38.50	47.50	53.34

Figure 79: Multiple copies of core books



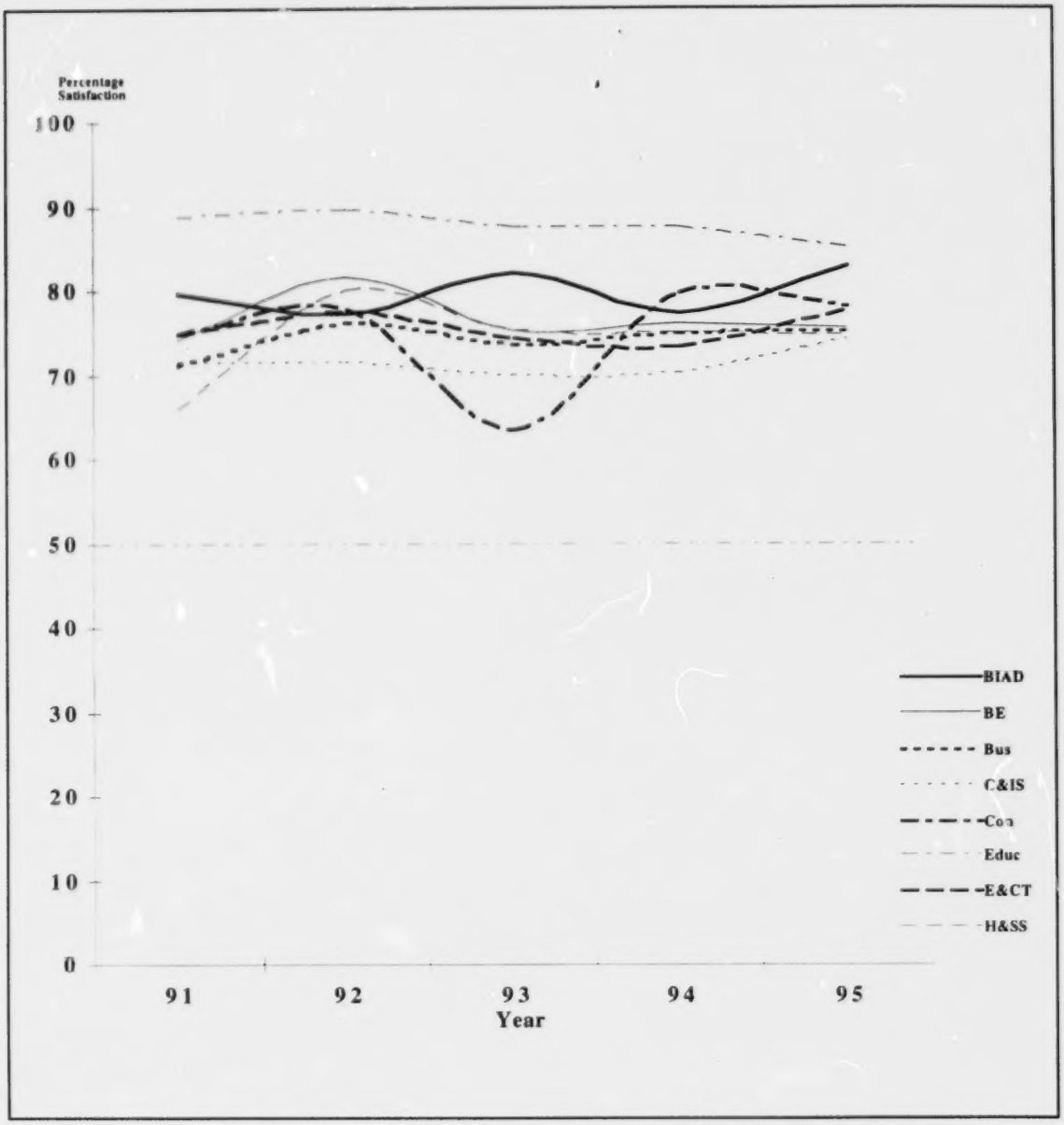
	91	92	93	94	95
BIAD			44.33	52.00	57.86
BE			34.83	38.54	45.91
Bus			35.17	38.93	45.95
C&IS			28.83	36.22	40.43
Con			53.17	52.08	59.35
Educ			37.17	38.49	48.74
E&CT			39.00	41.62	46.55
H&SS			34.67	38.66	40.60

Figure 80: Range of journals



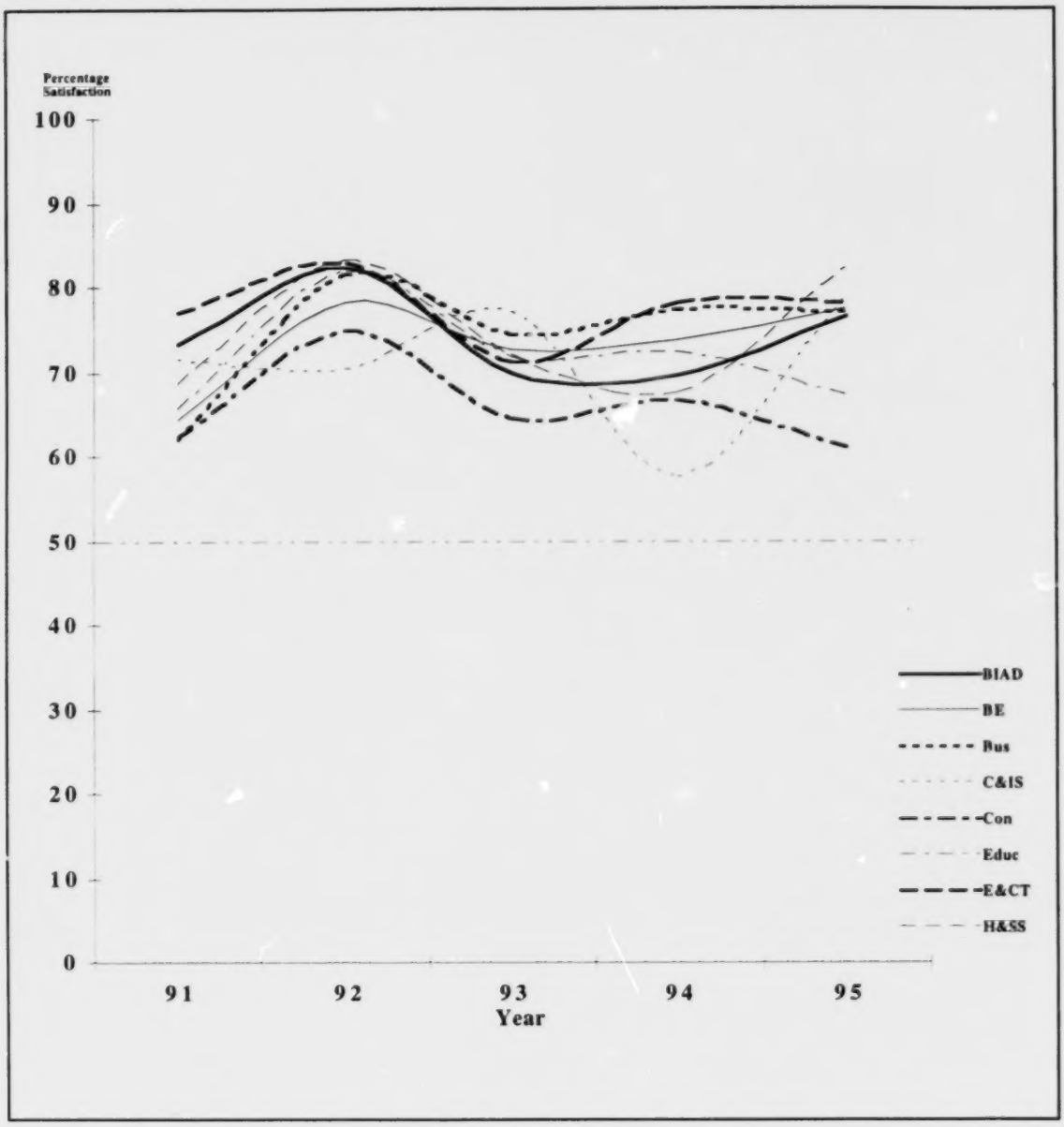
	91	92	93	94	95
BIAD	72.50	68.50	70.33	70.06	76.20
BE	68.75	67.67	64.50	61.02	68.39
Bus	67.75	62.50	60.17	61.12	64.01
C&IS	60.50	52.00	49.17	56.38	58.86
Con	66.75	77.33	70.50	65.81	80.07
Educ	66.75	62.50	65.83	62.27	67.01
E&CT	68.25	60.00	51.83	54.82	61.89
H&SS	61.75	59.33	52.00	55.27	60.56

Figure 81: Helpfulness of library staff



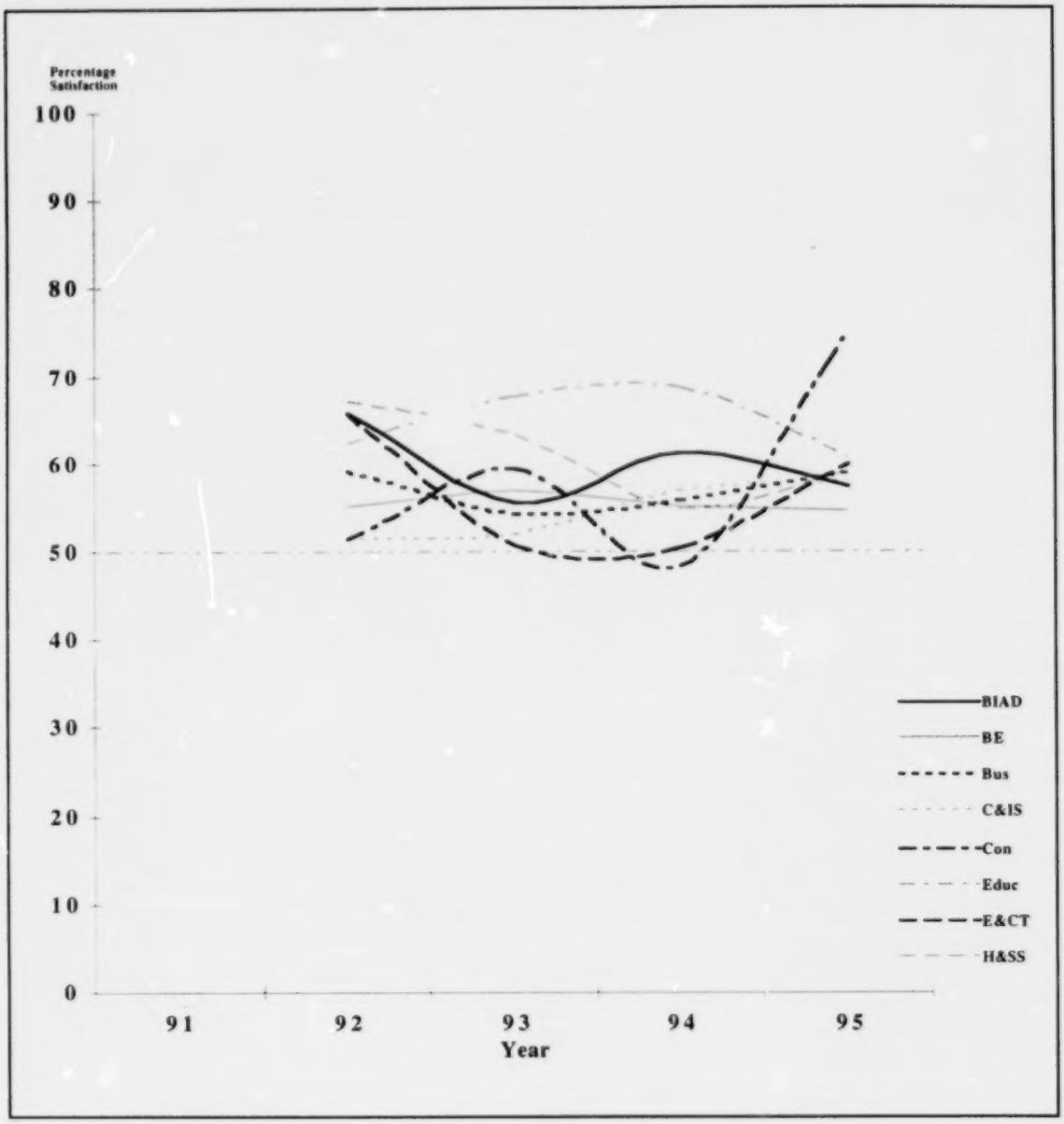
	91	92	93	94	95
BIAD	79.75	77.33	82.17	77.20	82.90
BE	74.25	81.67	75.33	76.05	75.46
Bus	71.25	76.17	73.67	75.02	75.31
C&IS	71.50	71.50	69.83	70.17	74.18
Con	75.00	78.00	63.50	79.76	78.01
Educ	88.75	89.50	87.50	87.44	85.03
E&CT	75.00	77.67	74.33	73.29	77.59
H&SS	65.75	80.00	75.33	74.89	74.78

Figure 82: Library opening hours



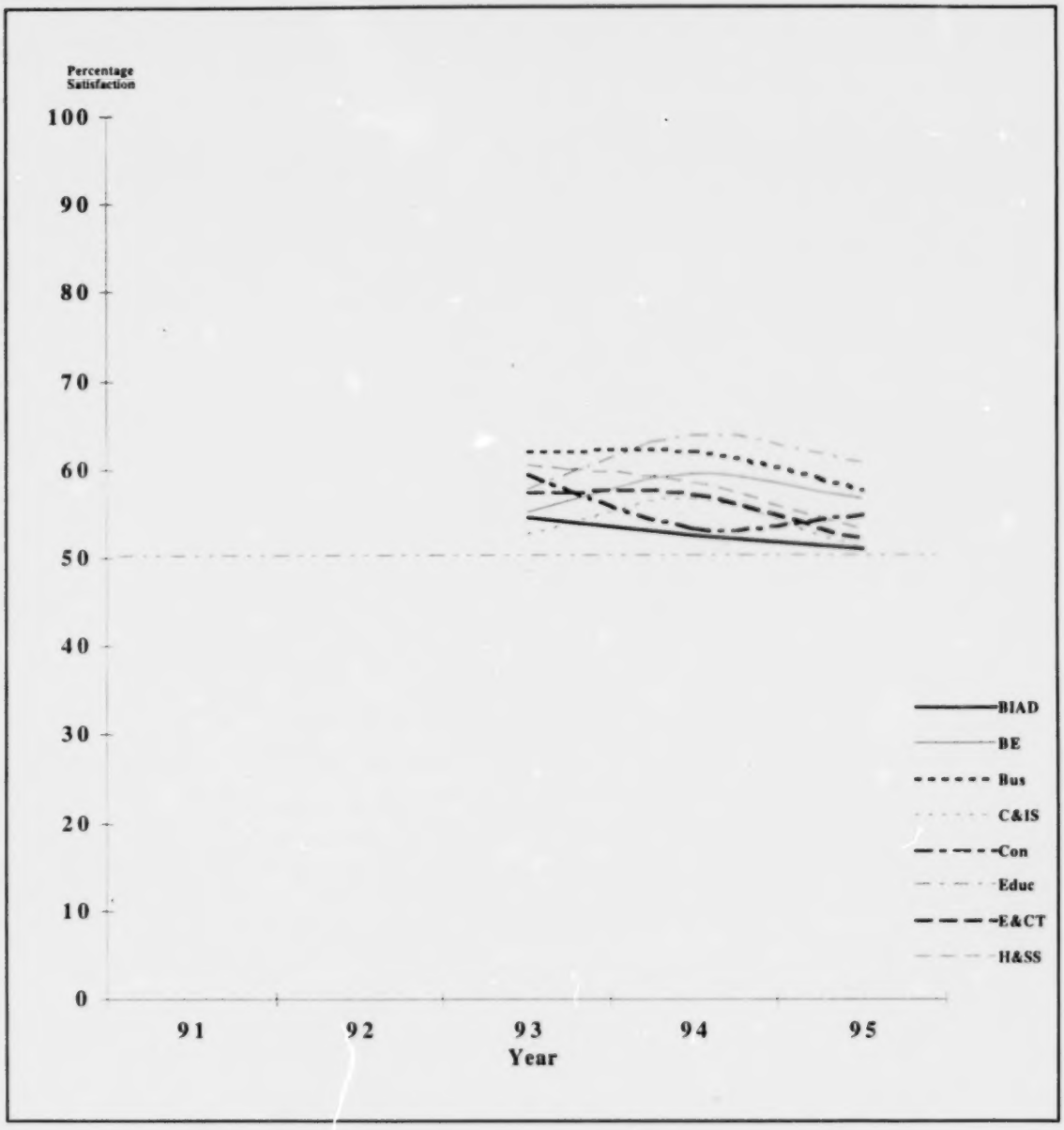
	91	92	93	94	95
BIAD	73.25	82.33	70.00	69.69	76.49
BE	64.25	78.17	72.50	73.57	77.33
Bus	62.25	81.50	74.33	77.20	77.15
C&IS	71.50	70.50	77.00	57.54	78.77
Con	62.50	75.00	64.50	66.67	60.99
Educ	65.50	82.00	71.67	72.29	67.32
E&CT	77.00	82.83	71.33	78.23	78.08
H&SS	68.50	83.33	72.00	67.56	82.14

Figure 83: Availability of study places



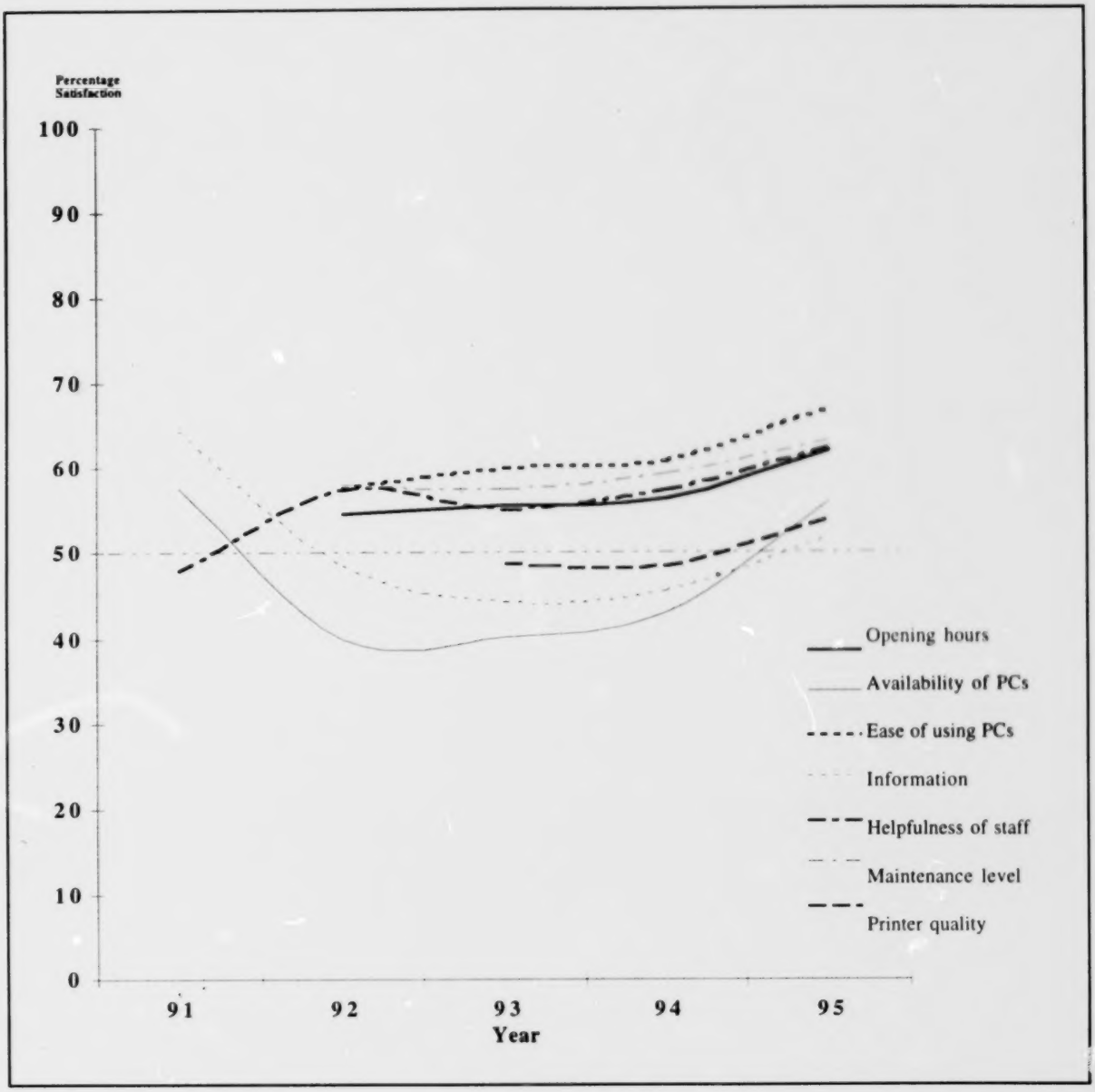
	91	92	93	94	95
BIAD		65.83	55.50	61.21	57.31
BE		55.17	57.00	55.21	54.62
Bus		59.17	54.33	55.85	59.05
C&IS		51.50	52.17	56.84	57.94
Con		51.50	59.50	48.41	75.00
Educ		62.17	67.50	68.75	60.64
E&CT		65.83	50.67	50.61	60.03
H&SS		67.17	63.33	54.92	58.82

Figure 84: CD ROMs



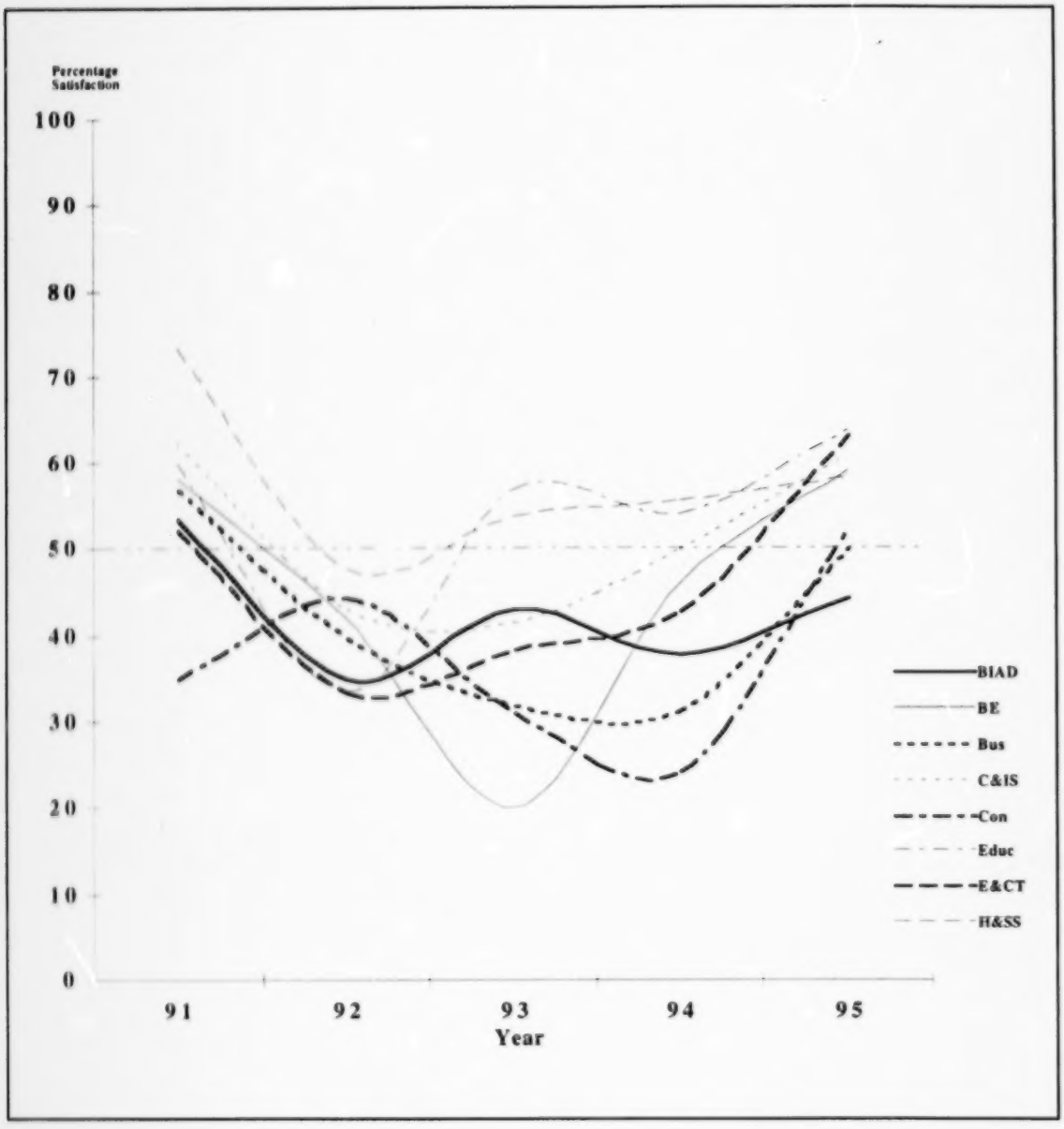
	91	92	93	94	95
BIAD			54.67	52.62	51.14
BE			55.17	59.53	56.69
Bus			62.00	62.07	57.57
C&IS			52.67	56.72	51.00
Con			59.33	53.33	54.90
Educ			57.67	63.89	60.70
E&CT			57.50	57.11	51.94
H&SS			60.50	58.42	53.04

Figure 85: Computing set



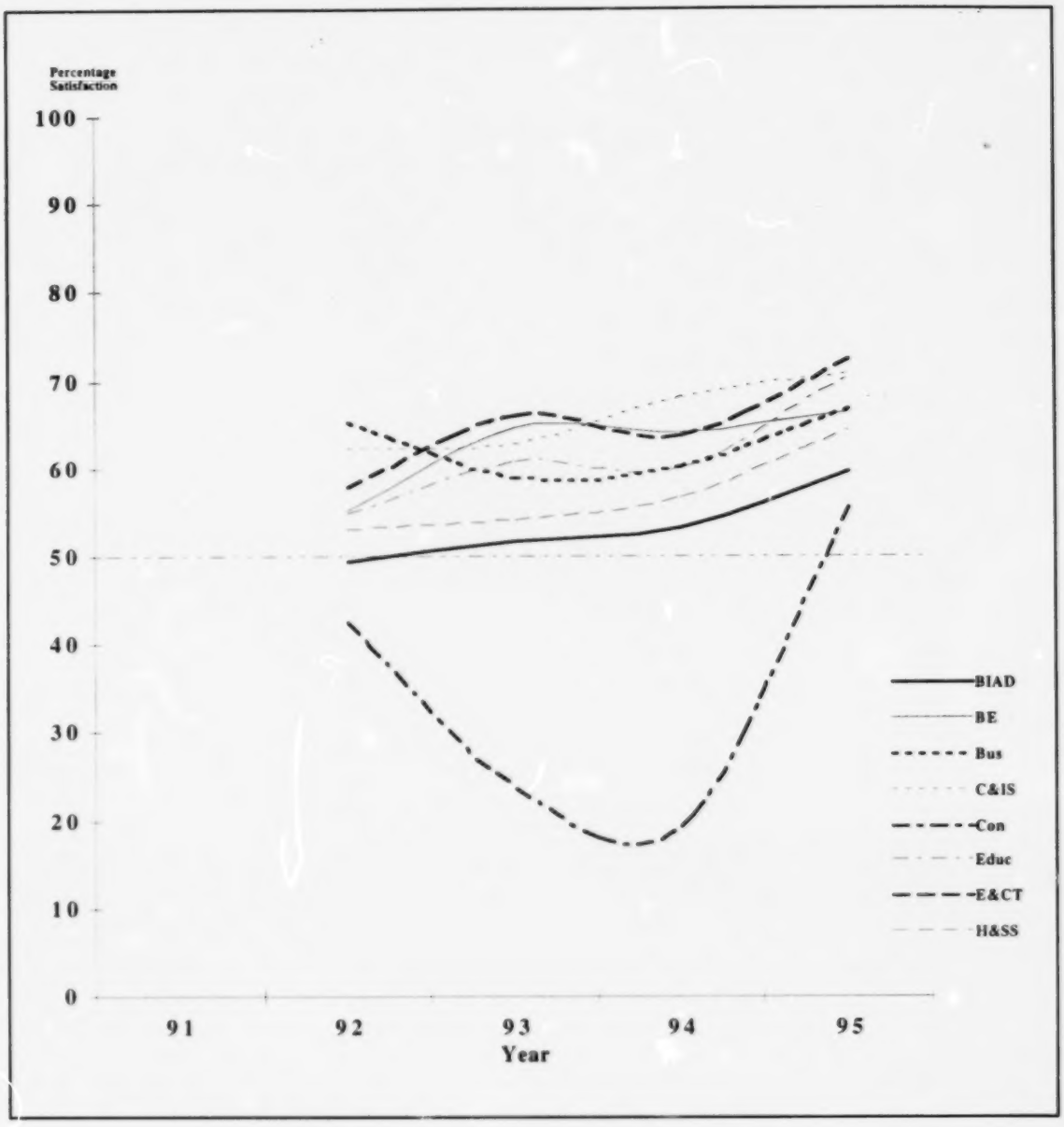
	91	92	93	94	95
Opening hours		54.83	55.83	56.50	62.17
Availability of PCs	57.75	40.00	40.17	43.00	56.00
Ease of using PCs		57.83	60.00	60.83	67.00
Information	64.50	48.67	44.17	45.50	51.83
Helpfulness of staff	48.00	57.50	55.17	57.50	62.33
Maintenance level		58.17	57.67	59.33	63.17
Printer quality			48.83	48.67	54.33

Figure 86: Availability of computers



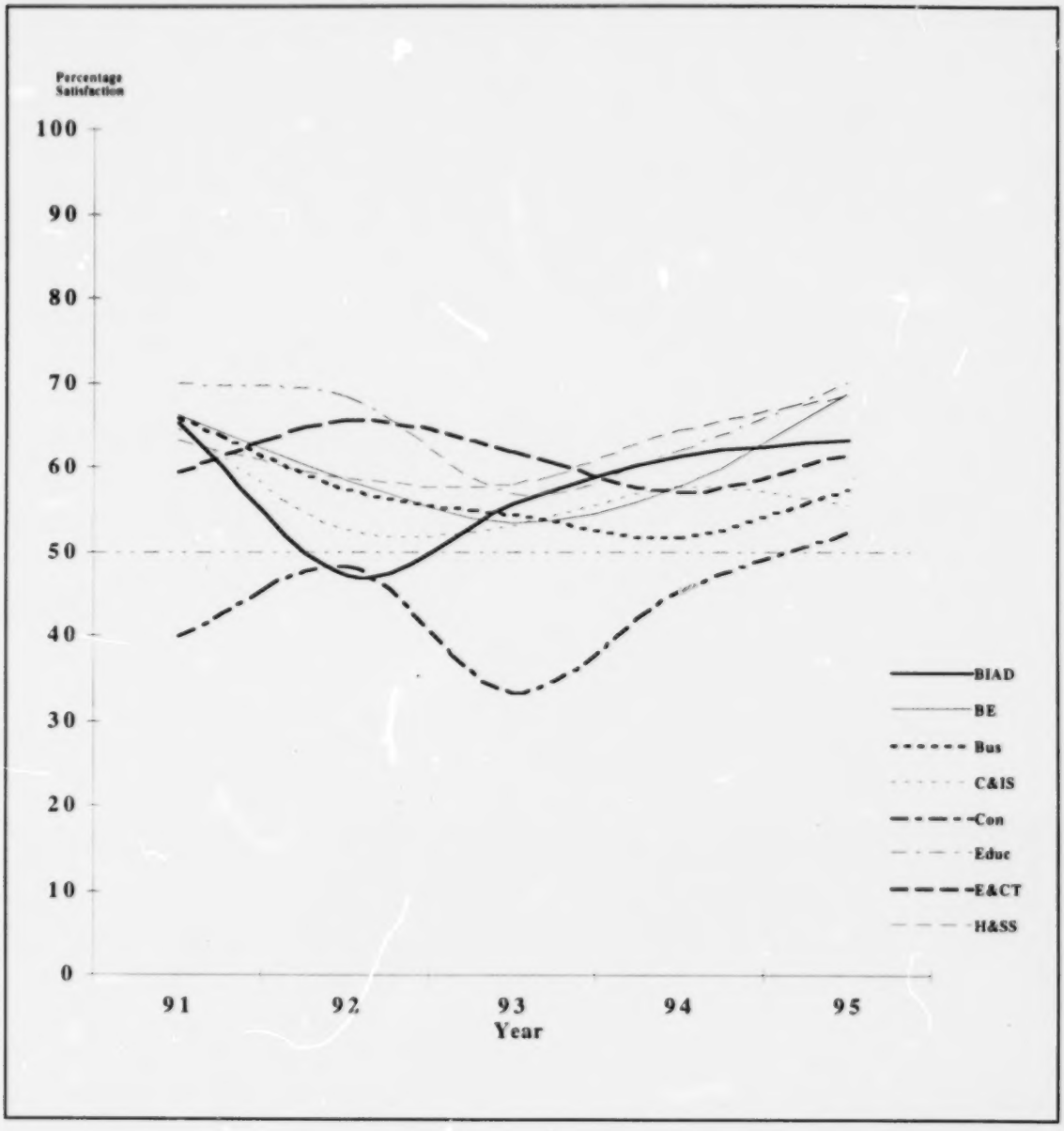
	91	92	93	94	95
BIAD	53.50	35.00	43.00	37.95	44.41
BE	58.25	42.00	20.17	45.89	59.08
Bus	57.00	39.67	31.83	31.41	50.07
C&IS	62.50	43.17	41.50	50.00	60.71
Con	35.00	44.50	31.00	24.36	52.38
Educ	60.00	33.33	56.83	54.12	63.77
E&CT	52.25	33.33	38.50	42.78	53.23
H&SS	73.25	47.83	53.83	55.69	58.16

Figure 87: Ease of using computers



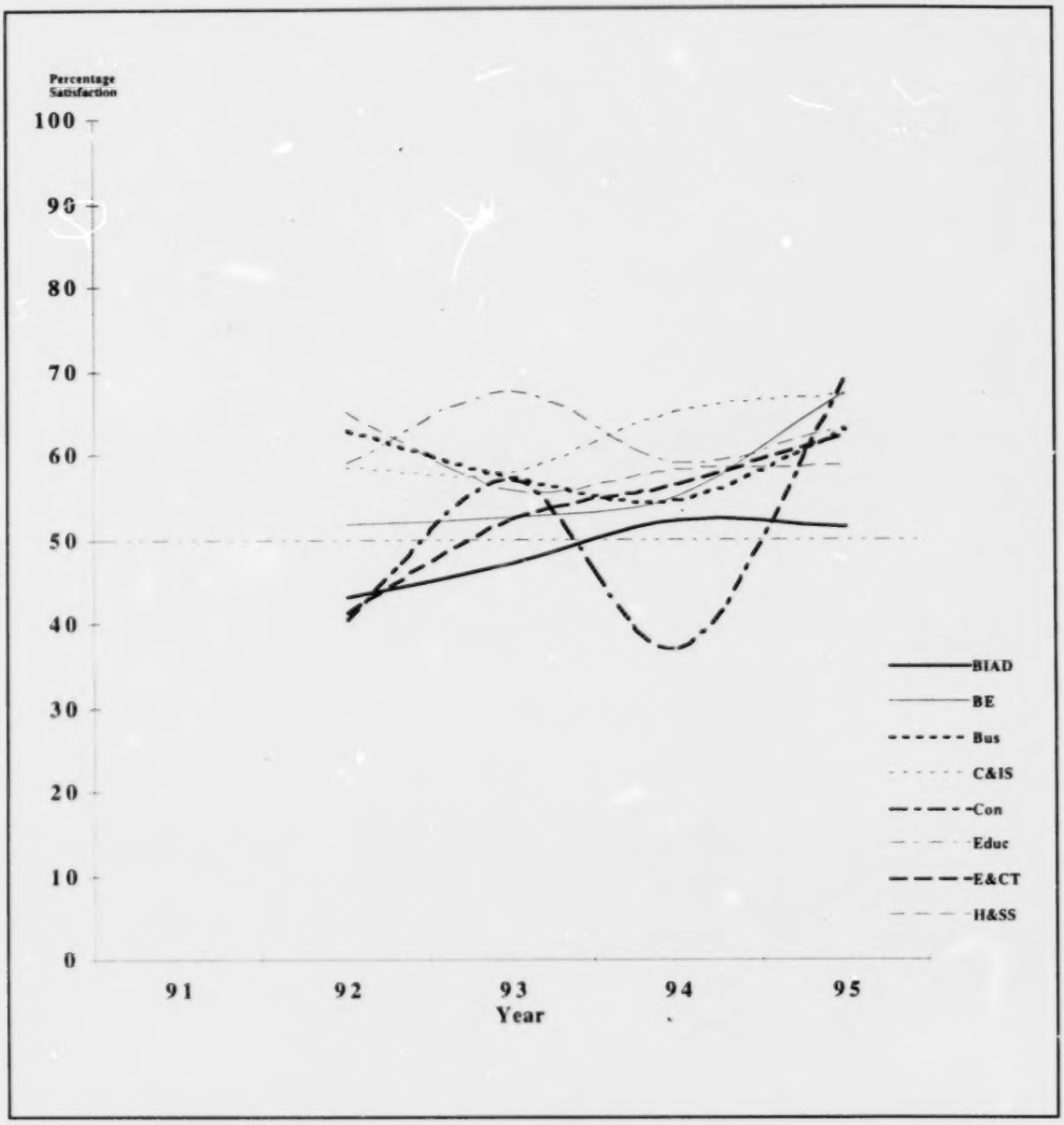
	91	92	93	94	95
BIAD		49.50	51.83	53.25	59.71
BE		55.17	64.50	64.01	66.22
Bus		65.33	59.00	60.28	66.80
C&IS		62.33	62.67	68.20	70.75
Con		42.67	23.83	19.44	55.55
Educ		54.83	60.67	59.92	70.29
E&CT		57.83	66.00	63.89	72.49
H&SS		53.17	54.17	56.56	64.16

Figure 88: Helpfulness of support staff/technicians



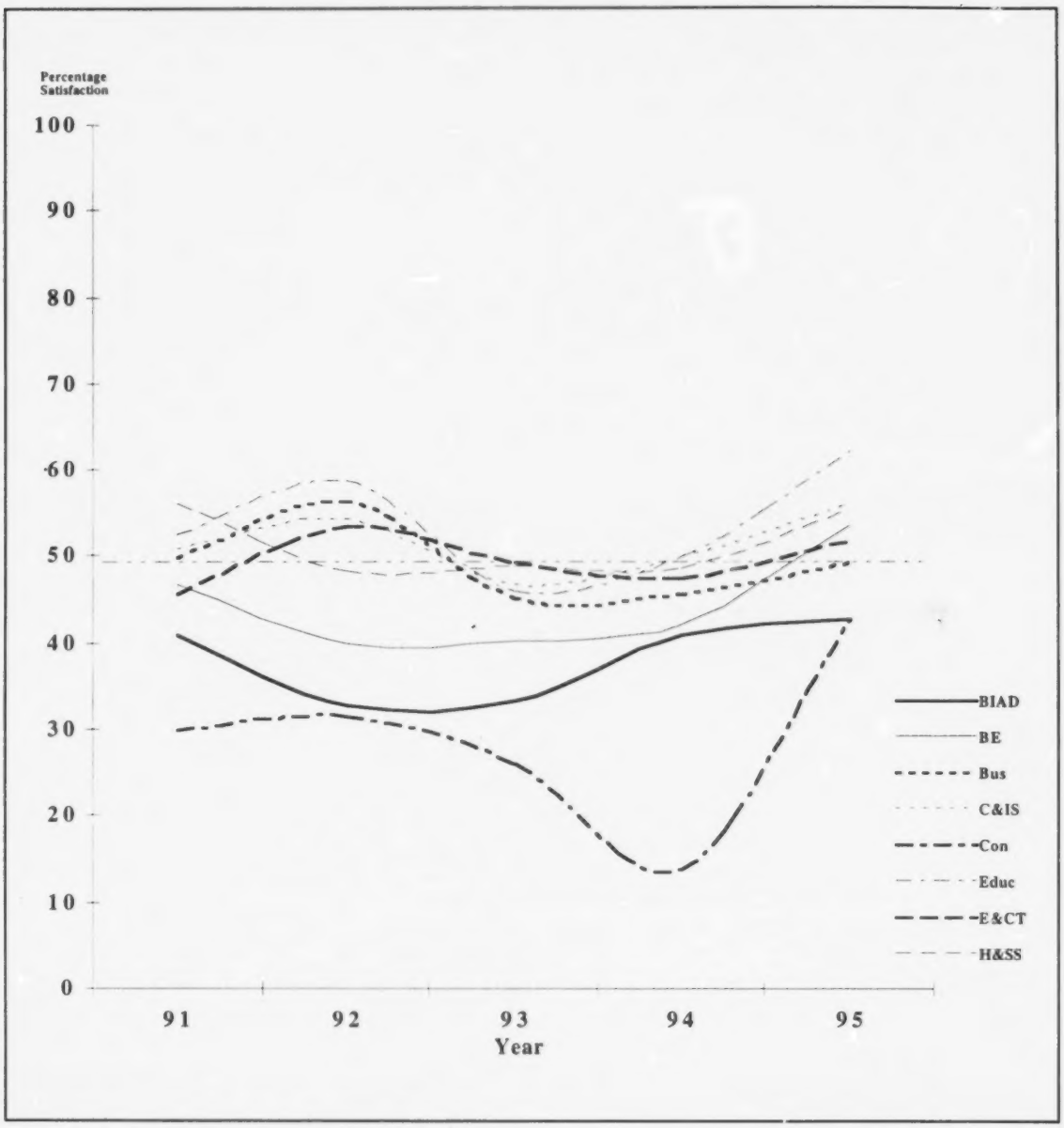
	91	92	93	94	95
BIAD	65.25	47.17	55.83	61.32	63.19
BE	66.25	58.33	53.33	57.62	68.41
Bus	65.75	57.33	54.33	51.62	57.40
C&IS	64.50	52.50	53.17	57.67	55.35
Con	40.00	48.17	33.33	45.45	52.38
Educ	70.00	68.17	56.83	61.96	69.80
E&CT	59.50	65.67	61.83	57.03	61.49
H&SS	63.25	58.67	57.83	64.36	68.31

Figure 89: Opening hours of computing rooms



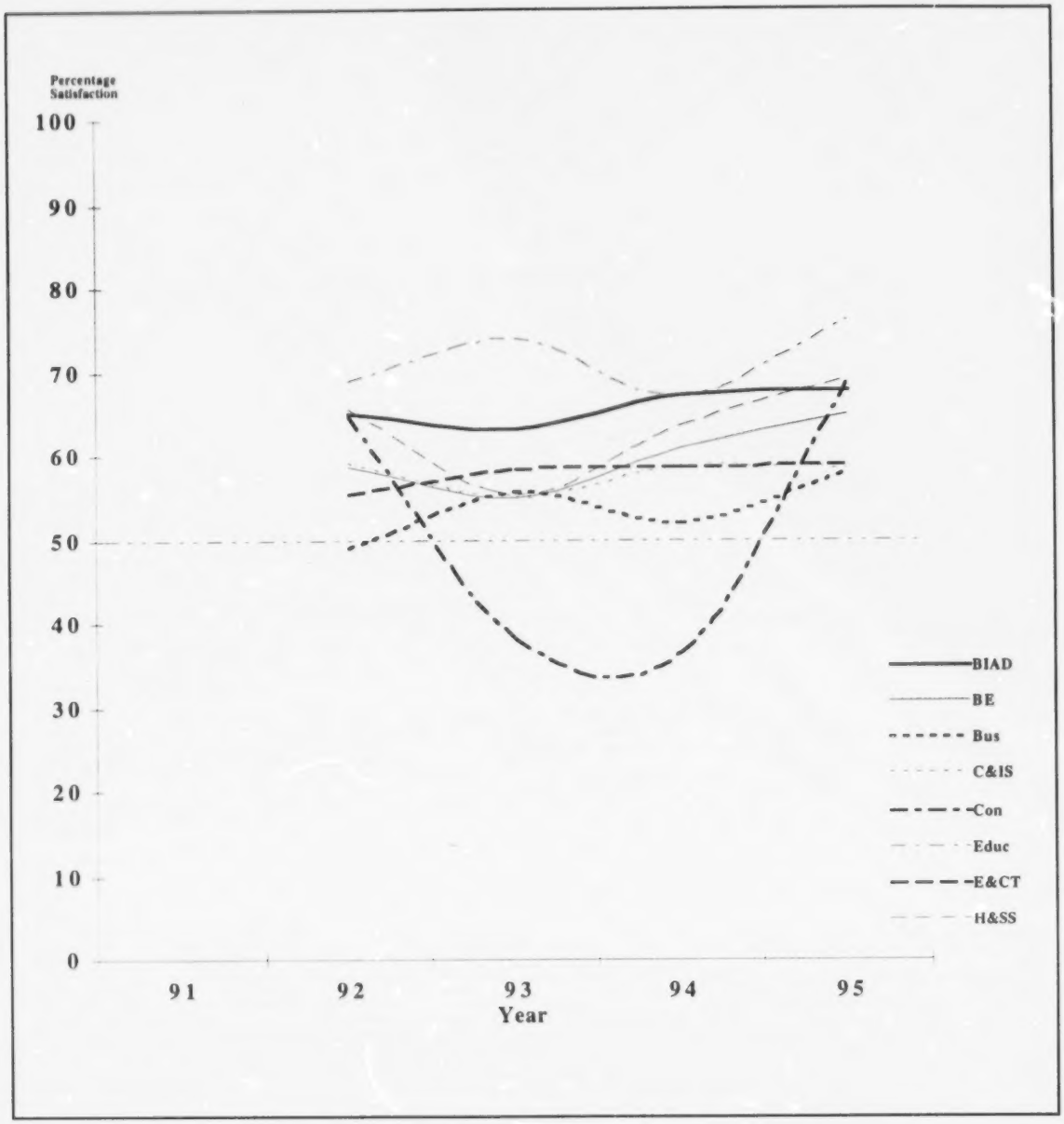
	91	92	93	94	95
BIAD		43.17	47.33	52.29	51.55
BE		51.83	52.50	54.97	67.11
Bus		62.83	57.33	54.60	62.98
C&IS		58.33	57.83	65.03	66.99
Con		40.50	57.17	37.18	69.05
Educ		58.83	67.50	58.82	63.33
E&CT		41.33	52.67	56.41	62.30
H&SS		65.00	55.67	58.20	58.78

Figure 90: Information about computing facilities



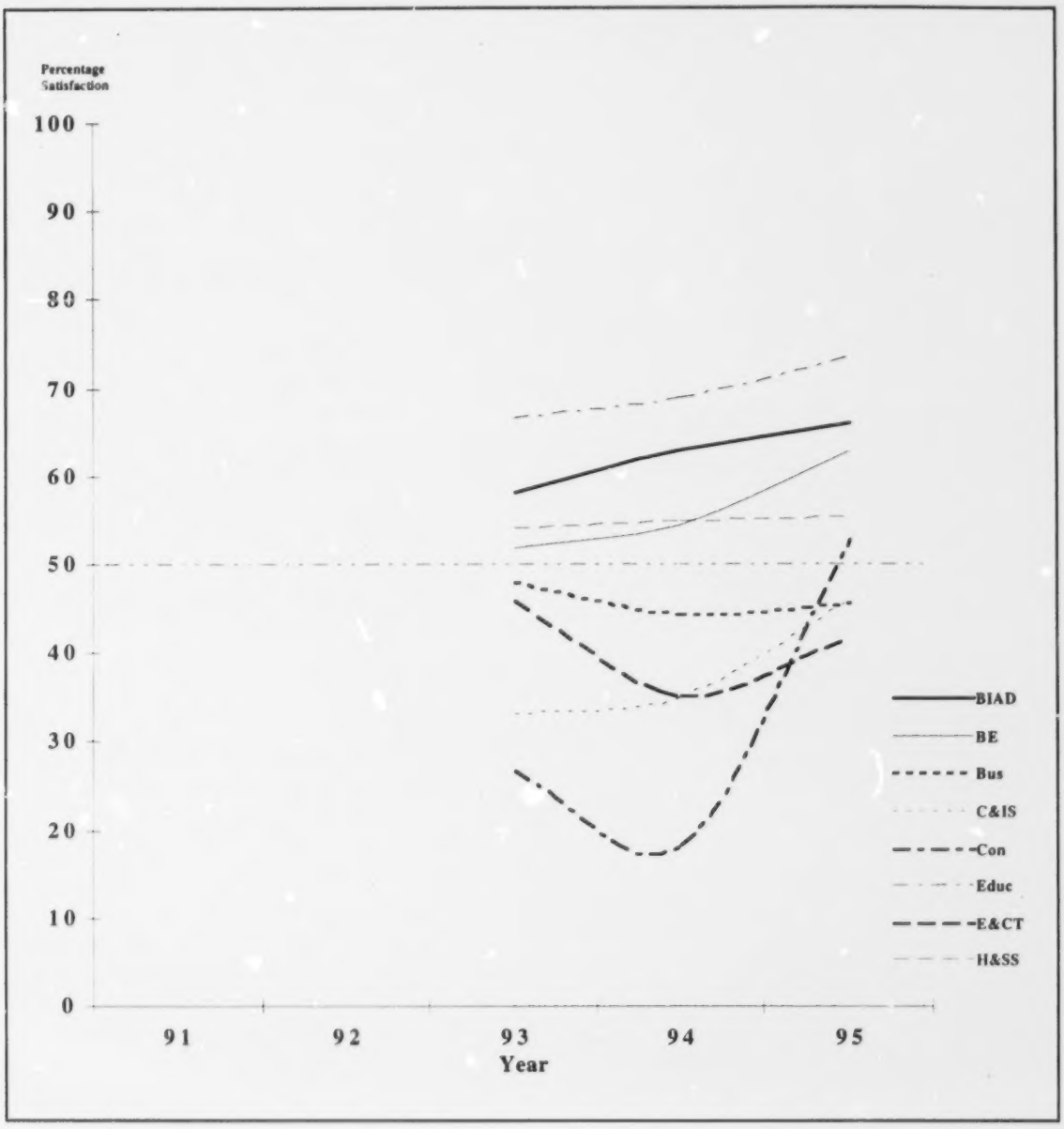
	91	92	93	94	95
BIAD	41.00	32.83	33.33	40.91	42.70
BE	46.75	39.83	40.33	42.02	53.57
Bus	50.00	56.50	45.17	45.57	49.38
C&IS	51.00	54.33	46.83	49.88	56.20
Con	30.00	31.50	26.17	13.89	42.86
Educ	52.50	58.83	46.00	50.00	62.26
E&CT	45.75	53.50	49.33	47.65	51.97
H&SS	56.25	48.33	48.83	48.62	55.31

Figure 91: Maintenance level of computers



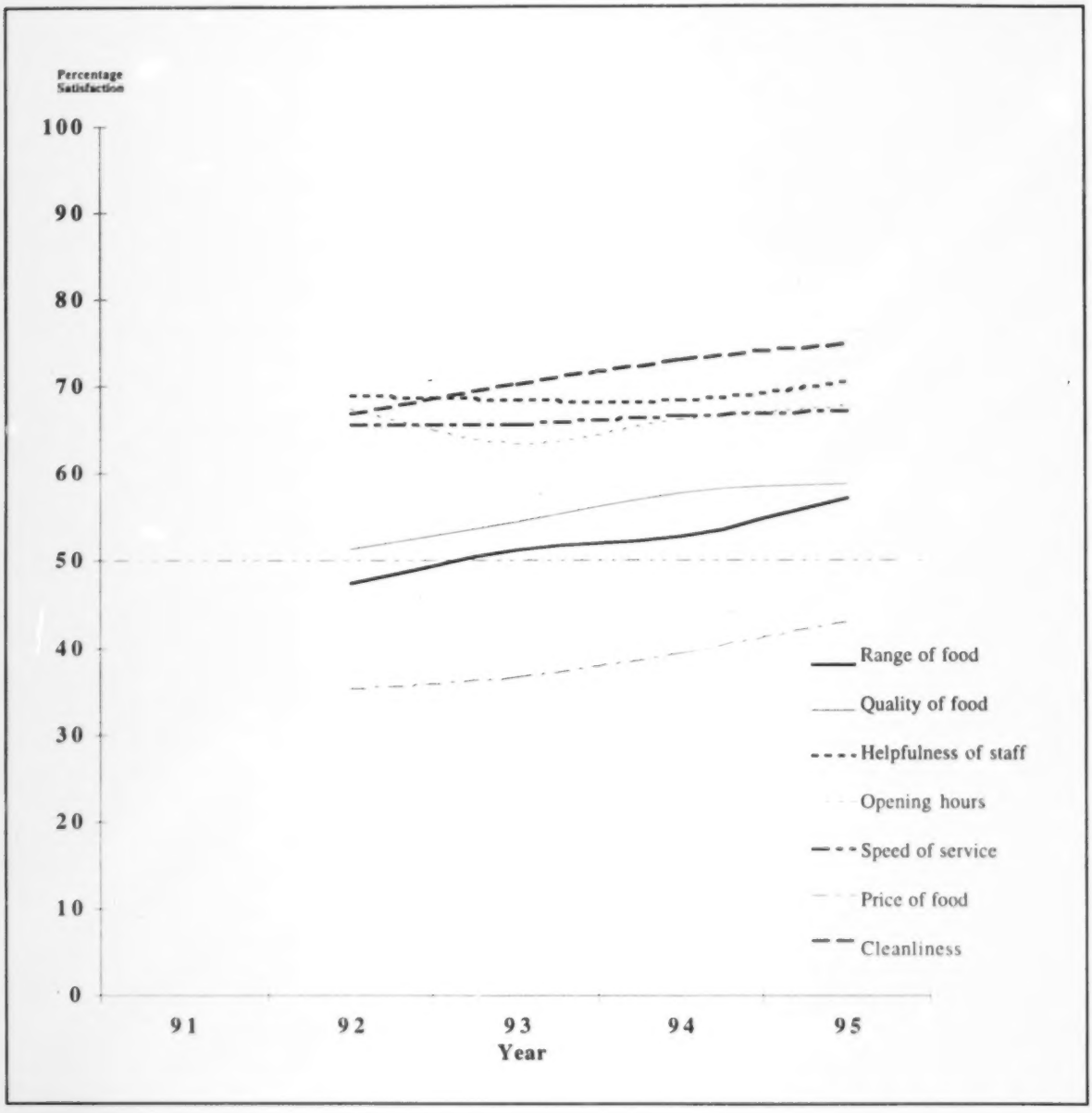
	91	92	93	94	95
BIAD		65.00	63.17	67.19	67.65
BE		58.67	54.83	60.87	64.69
Bus		49.17	55.83	51.93	58.05
C&IS		59.33	54.83	58.63	58.39
Con		64.83	38.17	36.67	69.05
Educ		68.83	73.83	66.87	75.99
E&CT		55.50	58.50	58.55	58.96
H&SS		65.67	55.33	63.52	69.13

Figure 92: Quality of printers



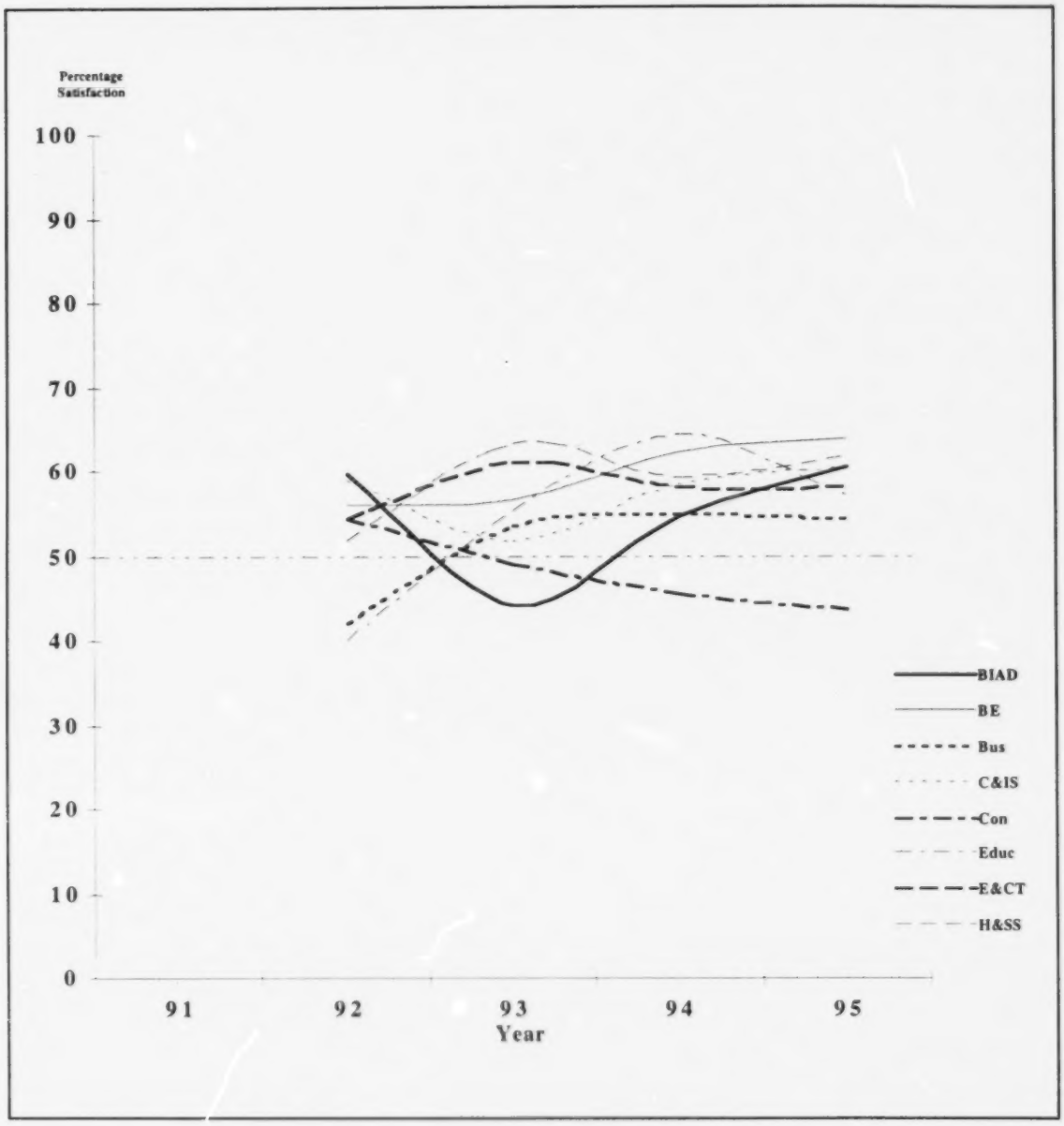
	91	92	93	94	95
BIAD			58.17	63.02	65.96
BE			51.83	54.37	62.83
Bus			47.83	44.28	45.61
C&IS			33.17	34.87	45.83
Con			26.67	18.33	52.78
Educ			66.67	68.85	73.59
E&CT			46.00	35.28	41.92
H&SS			54.00	54.89	55.32

Figure 93: Refectory set



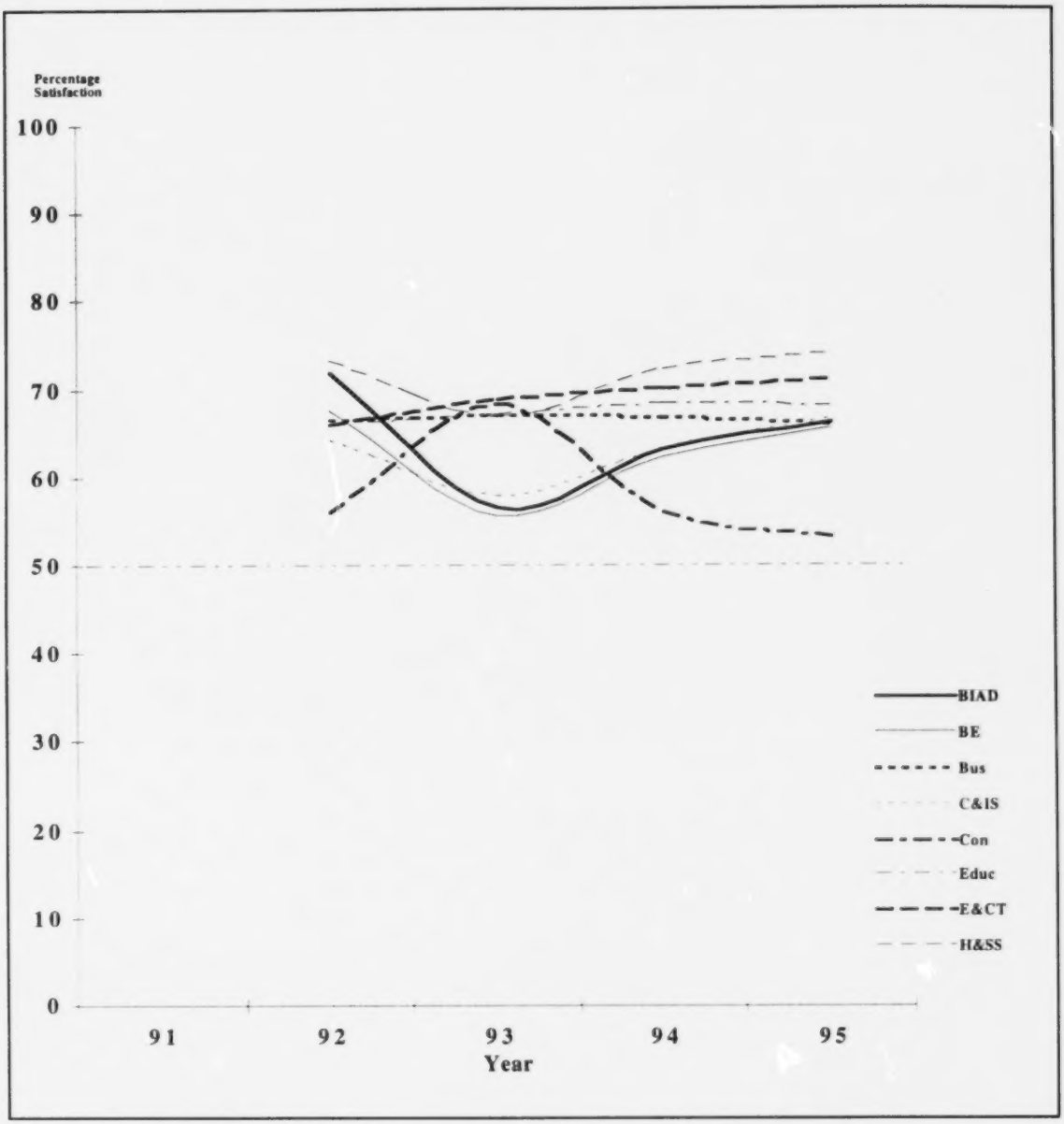
	91	92	93	94	95
Range of food		47.67	51.33	53.00	57.33
Quality of food		51.50	54.50	57.83	58.83
Helpfulness of staff		69.00	68.50	68.50	70.67
Opening hours		67.50	63.33	66.33	67.67
Speed of service		65.83	65.83	66.83	67.33
Price of food		35.33	36.67	39.50	43.00
Cleanliness		67.00	70.33	73.17	75.00

Figure 94: Quality of food



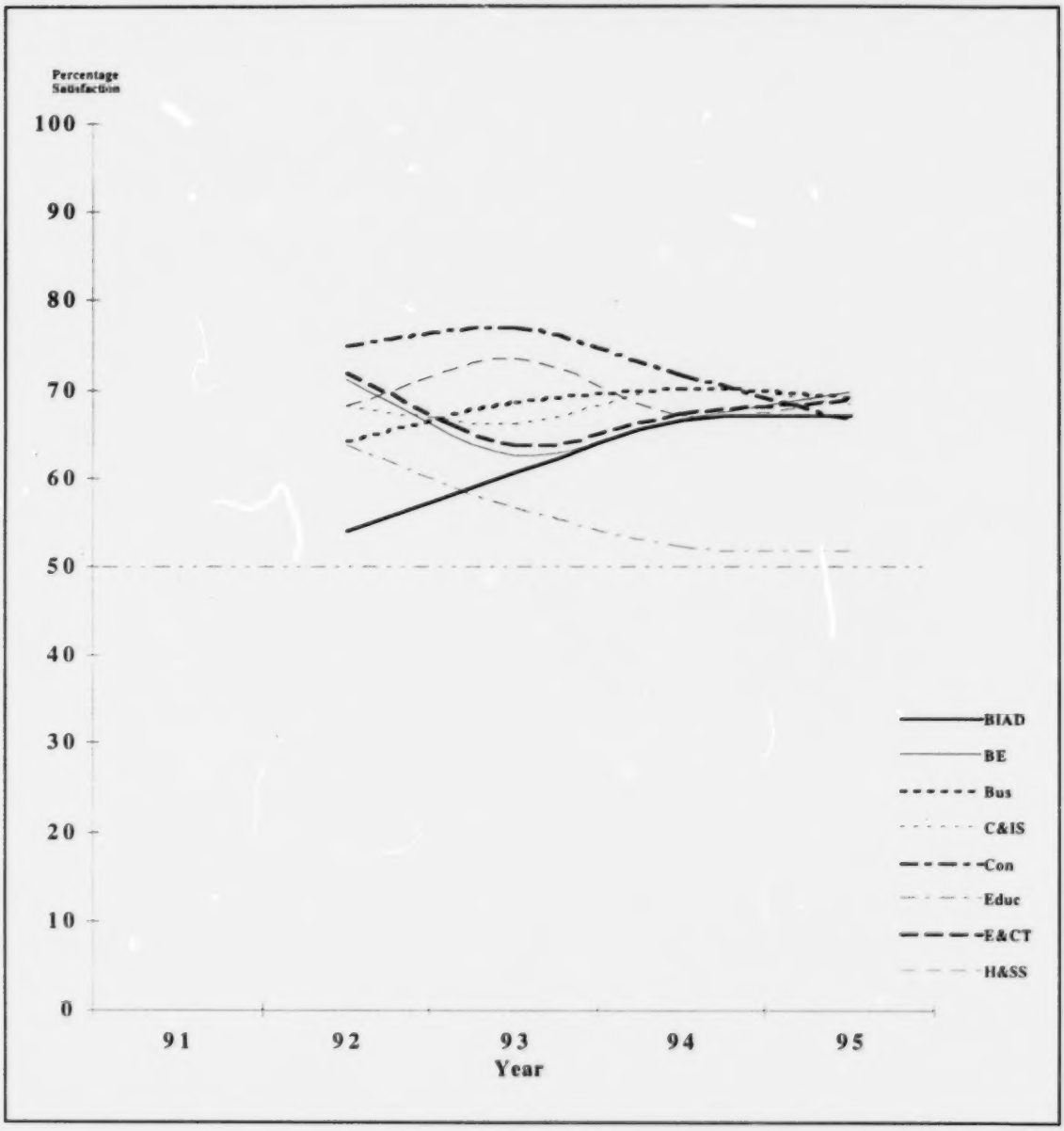
	91	92	93	94	95
BIAD		59.67	44.33	54.54	60.51
BE		56.00	56.50	62.16	63.64
Bus		42.17	53.67	54.83	54.43
C&IS		58.83	51.67	58.28	60.33
Con		54.50	49.17	45.73	43.70
Educ		40.00	55.33	64.16	57.16
E&CT		54.50	61.17	58.12	58.15
H&SS		51.83	63.17	59.28	61.63

Figure 95: Opening hours of refectories



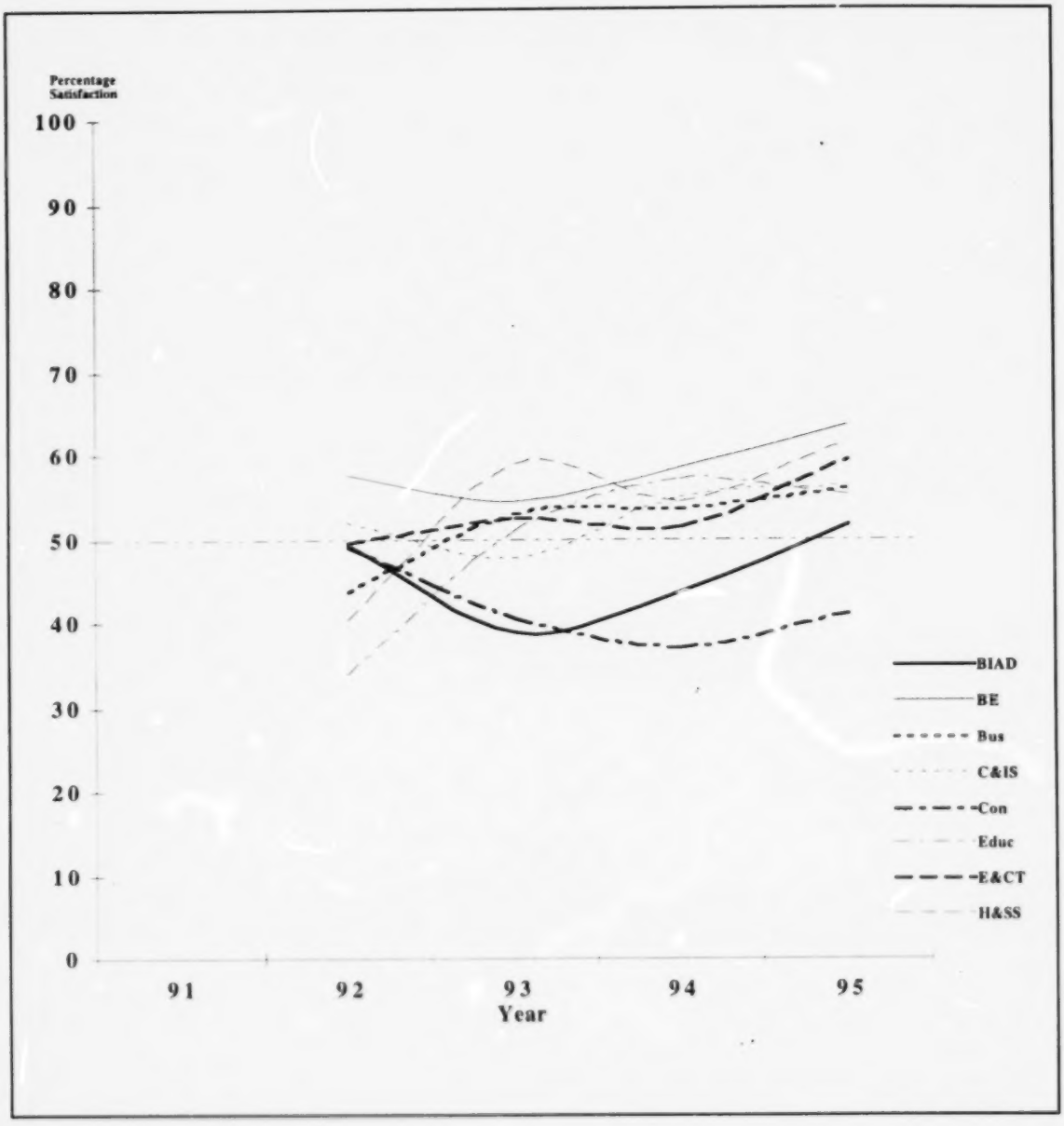
	91	92	93	94	95
BIAD		71.83	56.67	63.28	66.41
BE		67.50	55.67	62.14	65.48
Bus		66.67	67.00	66.84	66.12
C&IS		64.17	67.83	63.33	66.58
Con		56.00	68.33	56.25	53.41
Educ		66.00	67.17	68.38	68.00
E&CT		66.17	68.83	70.27	71.30
H&SS		73.17	66.83	72.25	73.92

Figure 96: Speed of service



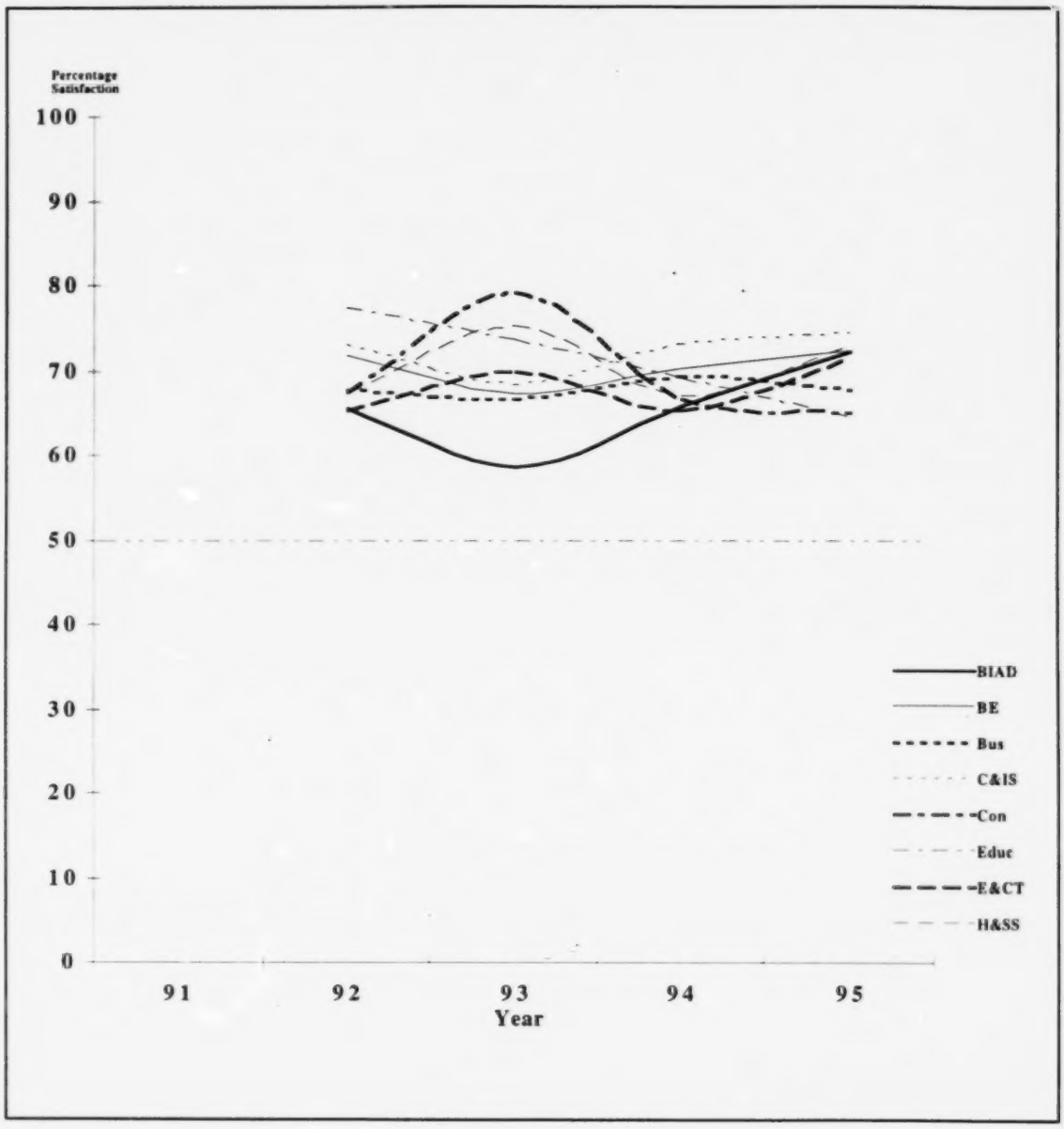
	91	92	93	94	95
BIAD		54.17	60.67	66.49	67.10
BE		71.17	62.50	66.47	69.76
Bus		64.33	68.50	70.18	69.07
C&IS		68.17	66.17	70.26	68.35
Con		75.00	77.00	71.67	66.67
Educ		63.67	56.67	52.24	51.88
E&CT		72.00	63.67	67.28	68.97
H&SS		68.00	73.50	67.11	68.90

Figure 97: Range of food



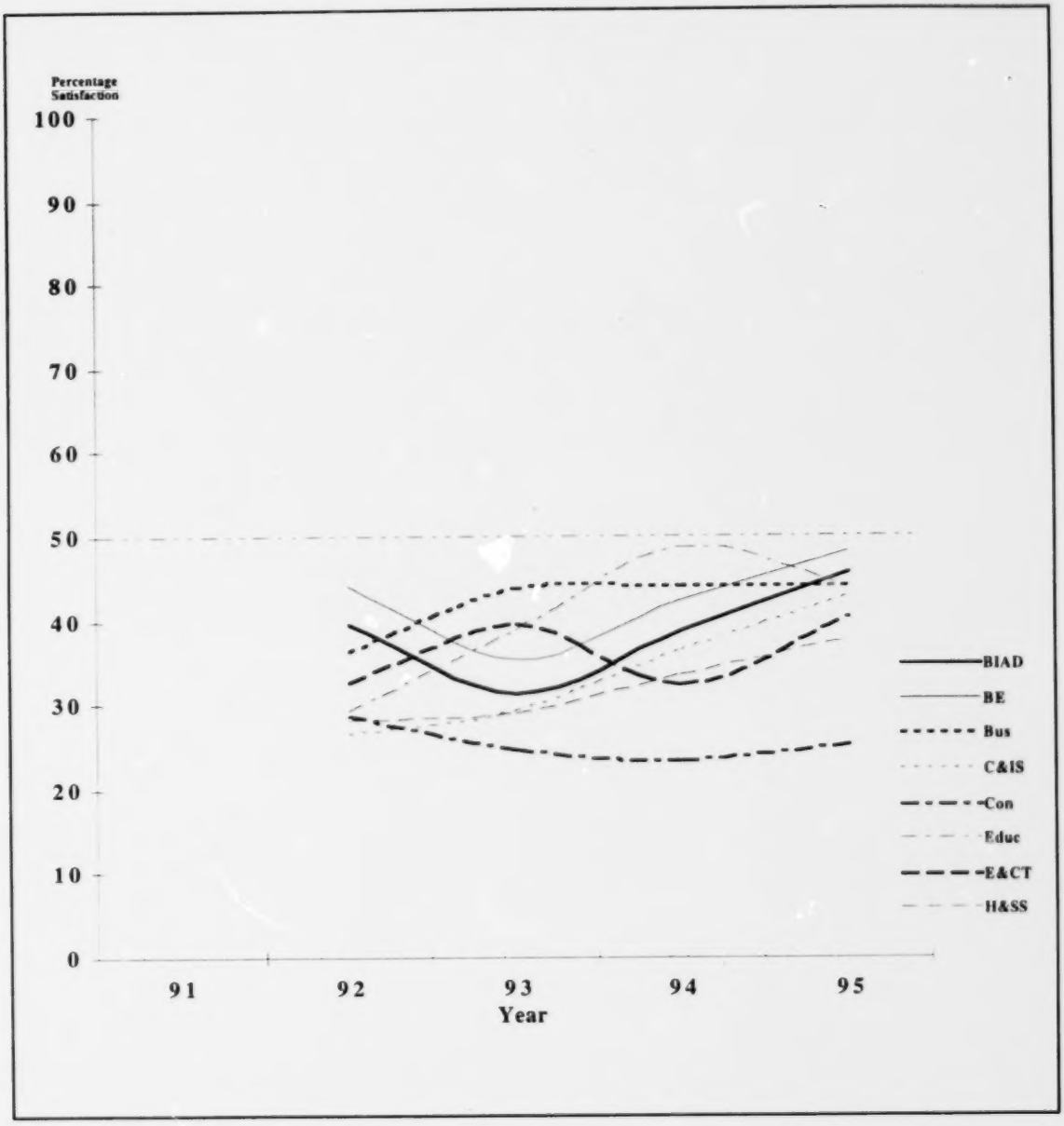
	91	92	93	94	95
BIAD		49.33	39.00	43.61	51.85
BE		57.50	54.50	58.33	63.35
Bus		43.83	53.00	53.72	55.91
C&IS		52.00	47.67	54.90	56.33
Con		49.17	40.50	37.08	41.11
Educ		34.00	51.00	57.07	55.28
E&CT		49.50	52.50	51.37	59.39
H&SS		40.33	58.83	54.45	61.65

Figure 98: Helpfulness of staff



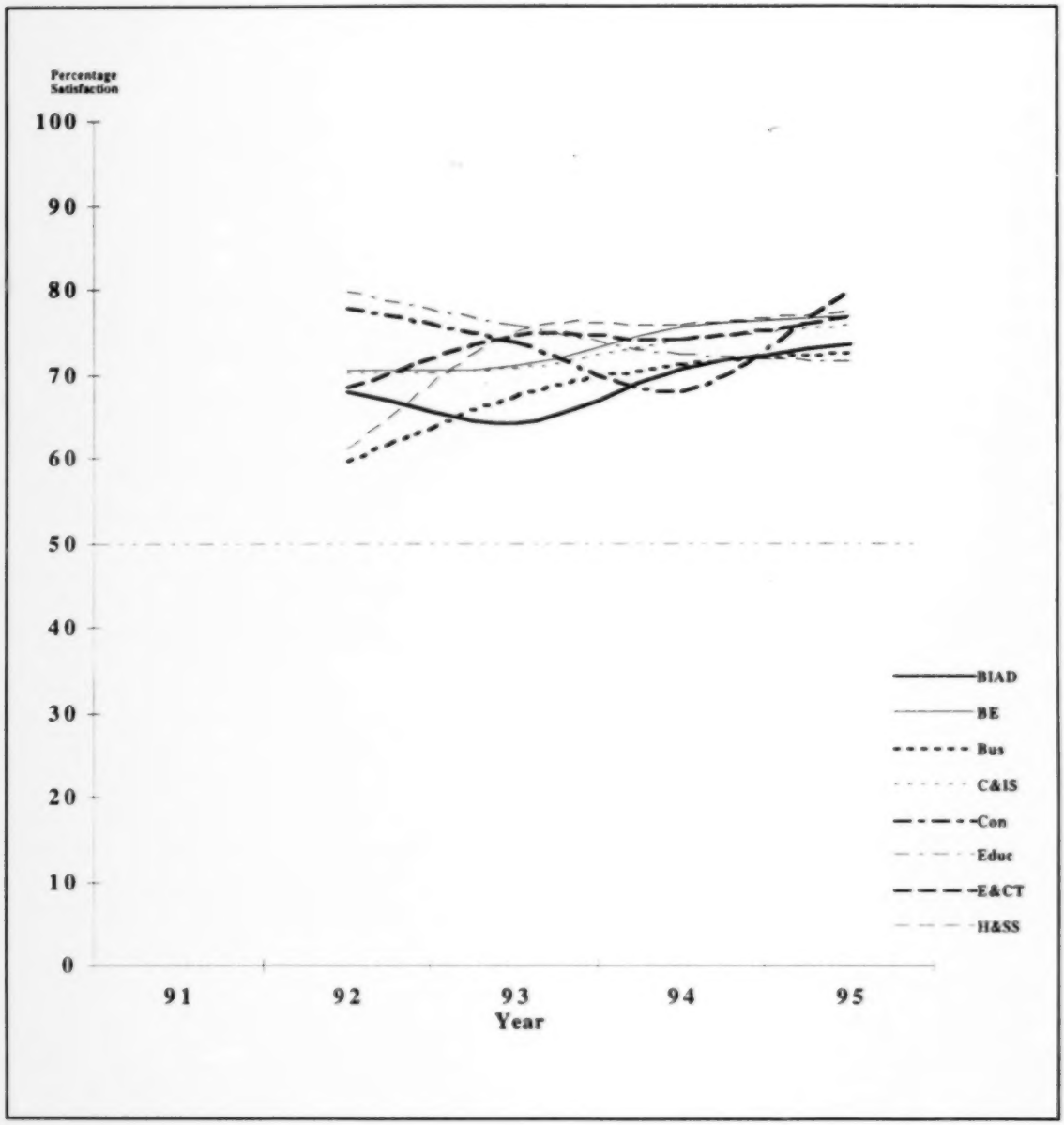
	91	92	93	94	95
BIAD		65.67	58.67	65.89	72.22
BE		71.67	67.33	70.22	72.26
Bus		67.83	66.67	69.21	67.77
C&IS		73.00	68.33	72.98	74.51
Con		67.50	79.33	66.67	65.15
Educ		77.33	73.50	69.12	64.53
E&CT		65.33	69.83	65.32	71.56
H&SS		67.17	75.17	66.89	72.69

Figure 99: Price of food



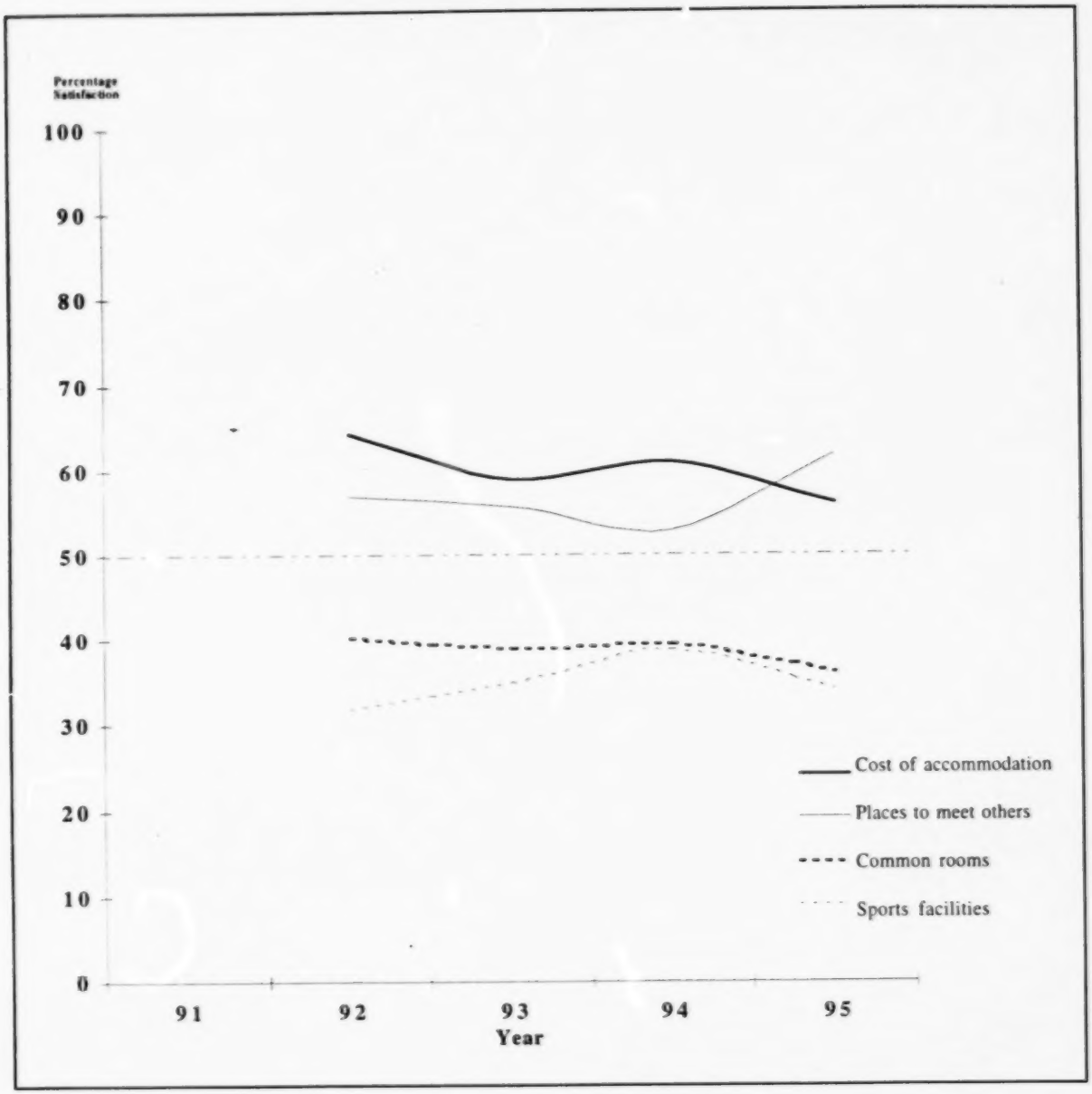
	91	92	93	94	95
BIAD		39.67	31.33	38.83	45.86
BE		44.17	35.50	42.25	48.10
Bus		36.33	44.00	44.06	44.02
C&IS		26.50	29.17	36.38	42.79
Con		28.83	24.67	23.33	25.19
Educ		29.33	38.83	48.62	44.14
E&CT		32.83	39.50	32.40	40.37
H&SS		28.17	29.00	33.41	37.66

Figure 100: Cleanliness



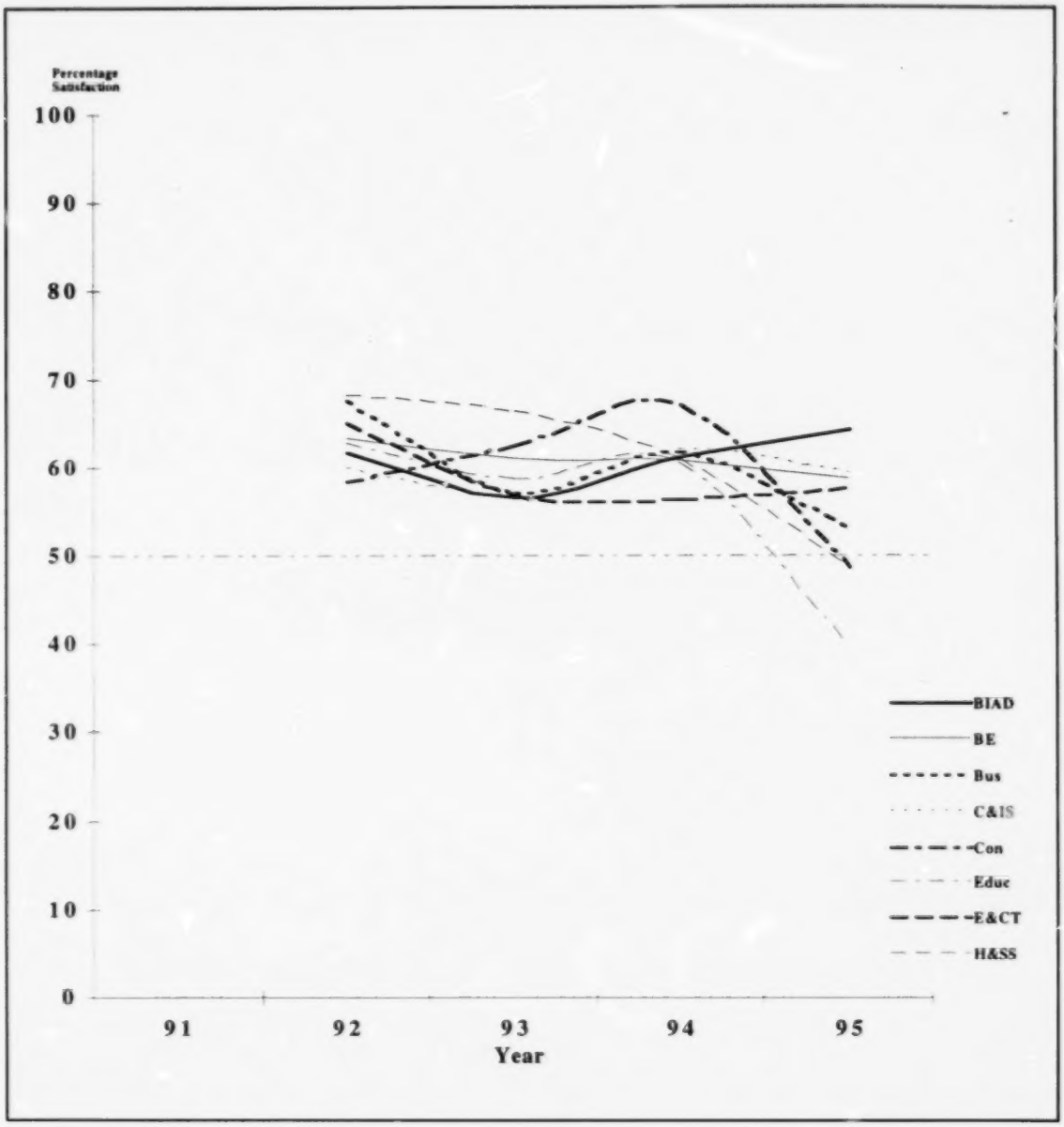
	91	92	93	94	95
BIAD		68.00	64.17	70.70	73.65
BE		70.33	70.83	75.55	76.79
Bus		59.67	67.50	71.26	72.64
C&IS		70.17	70.67	73.96	75.61
Con		78.00	73.83	67.92	79.92
Educ		79.67	75.67	72.22	71.55
E&CT		68.50	74.67	74.23	76.83
H&SS		61.17	74.83	75.75	77.38

Figure 101: Environment/social set



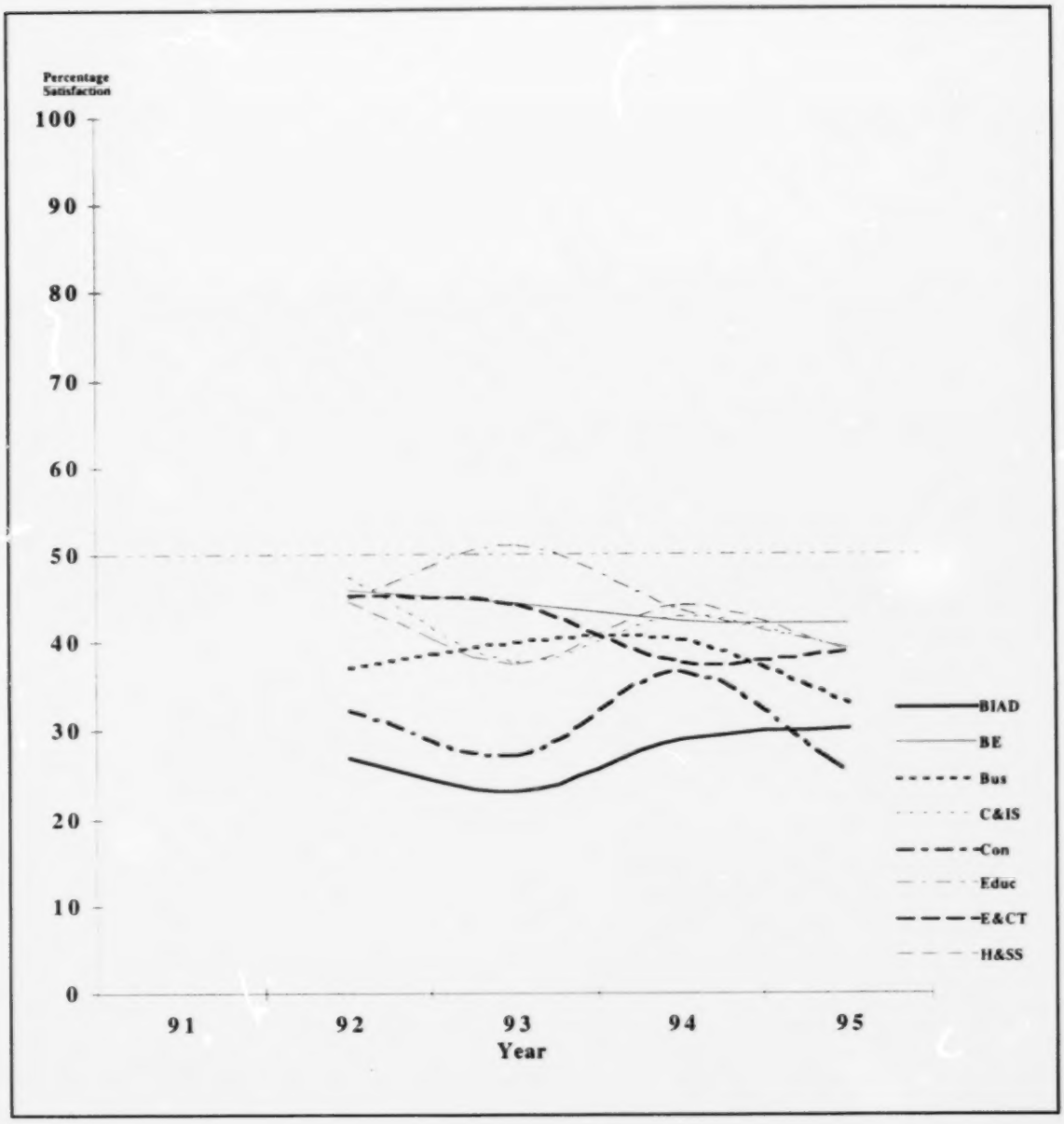
	91	92	93	94	95
Cost of accommodation		64.17	59.00	61.00	56.17
Places to meet others		57.00	55.50	52.83	61.83
Common rooms		40.33	39.00	39.67	36.33
Sports facilities		32.00	34.83	38.67	34.17

Figure 102: Cost of accommodation



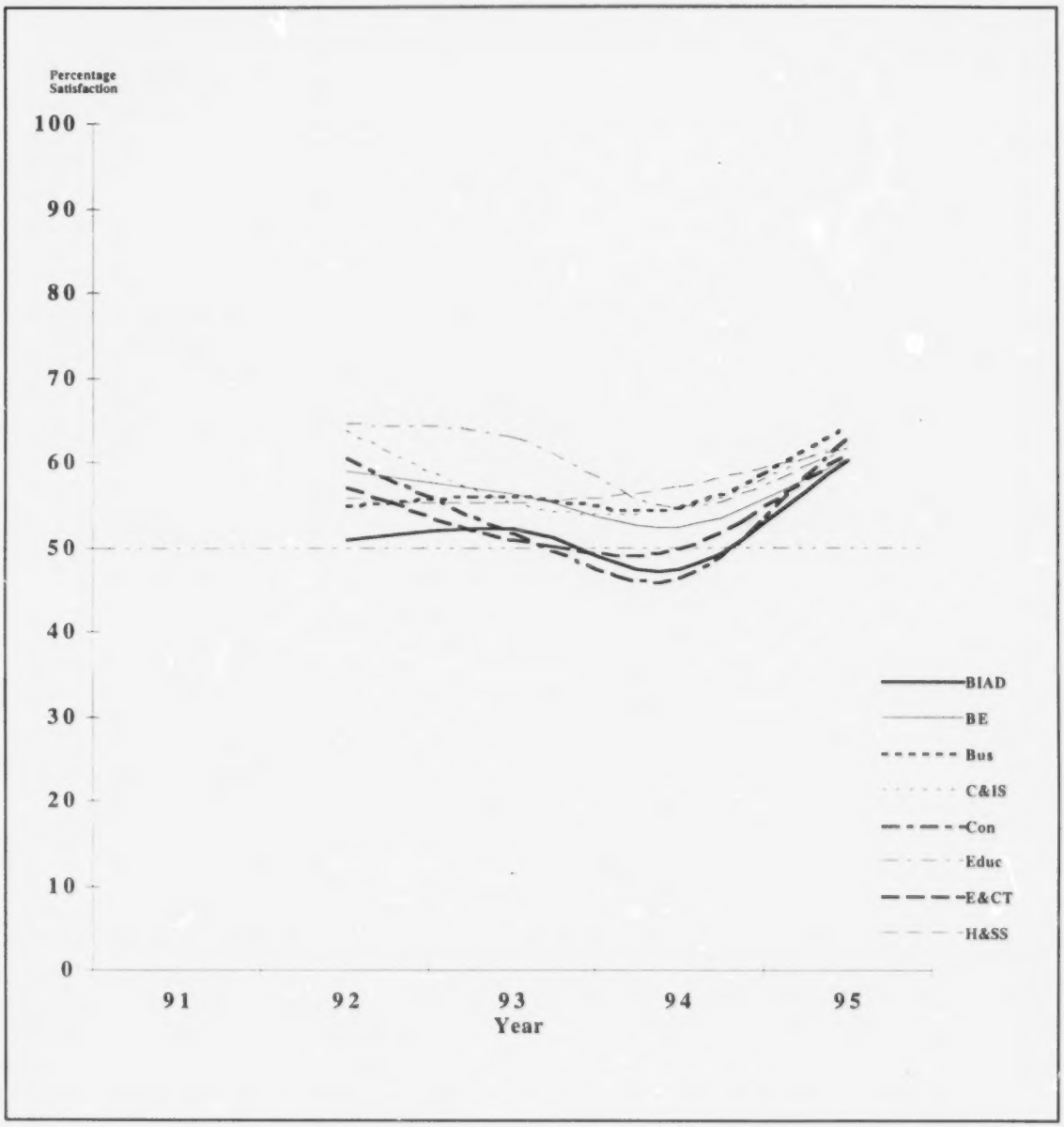
	91	92	93	94	95
BIAD		61.67	56.67	61.33	64.24
BE		63.33	61.00	60.78	58.60
Bus		67.50	57.17	61.81	53.16
C&IS		60.00	57.00	62.09	59.40
Con		58.33	62.50	67.10	48.81
Educ		62.83	58.67	60.50	39.74
E&CT		65.17	57.00	56.29	57.78
H&SS		68.00	66.33	61.06	48.72

Figure 103: Common rooms



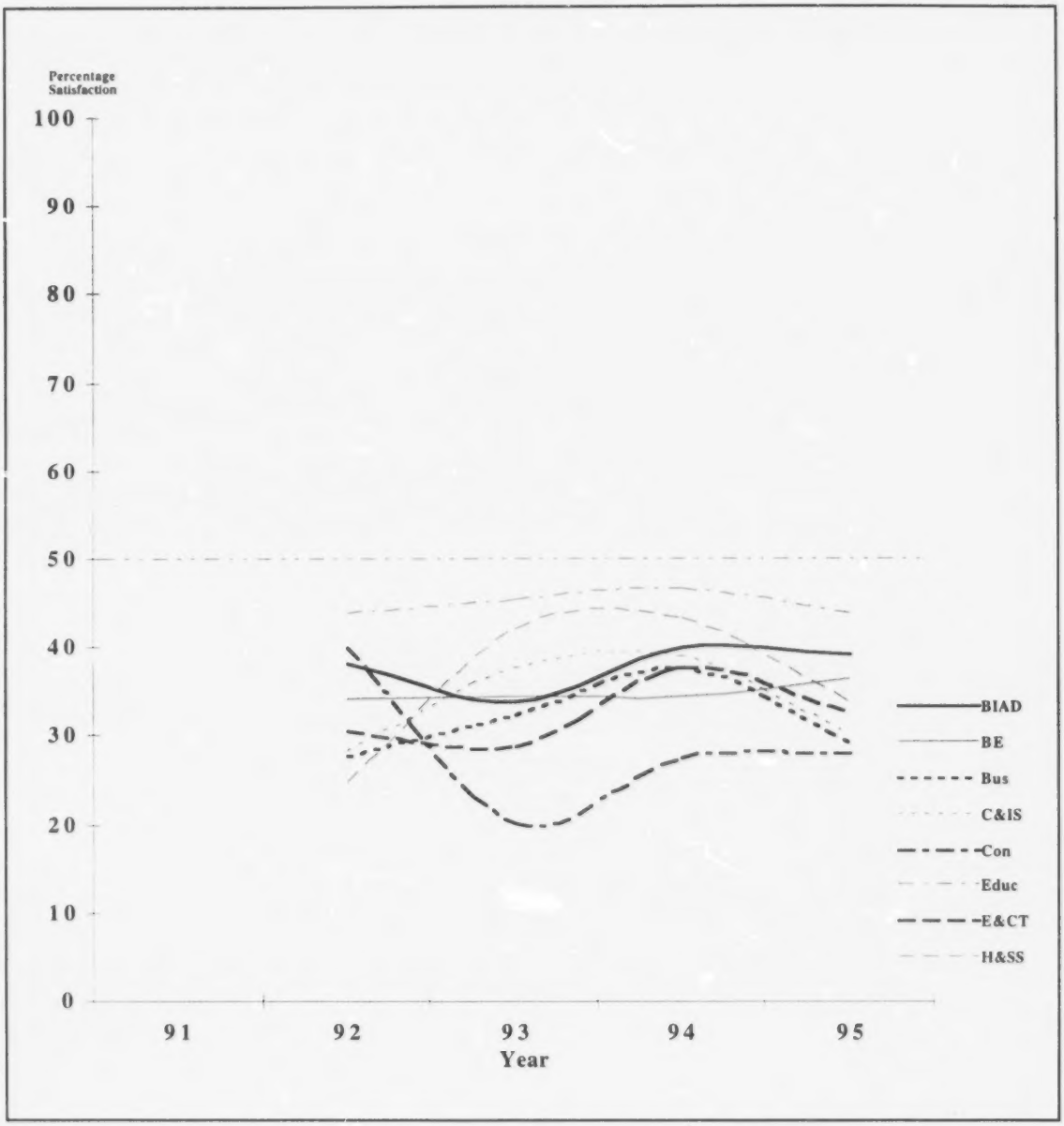
	91	92	93	94	95
BIAD		27.00	23.33	28.97	30.26
BE		46.00	44.33	42.24	42.15
Bus		37.33	40.17	40.21	33.22
C&IS		47.50	37.67	42.75	39.36
Con		32.50	27.33	36.84	25.22
Educ		45.00	51.00	43.75	39.41
E&CT		45.33	44.33	37.81	39.15
H&SS		44.67	37.50	14.05	39.11

Figure 104: Places to meet others



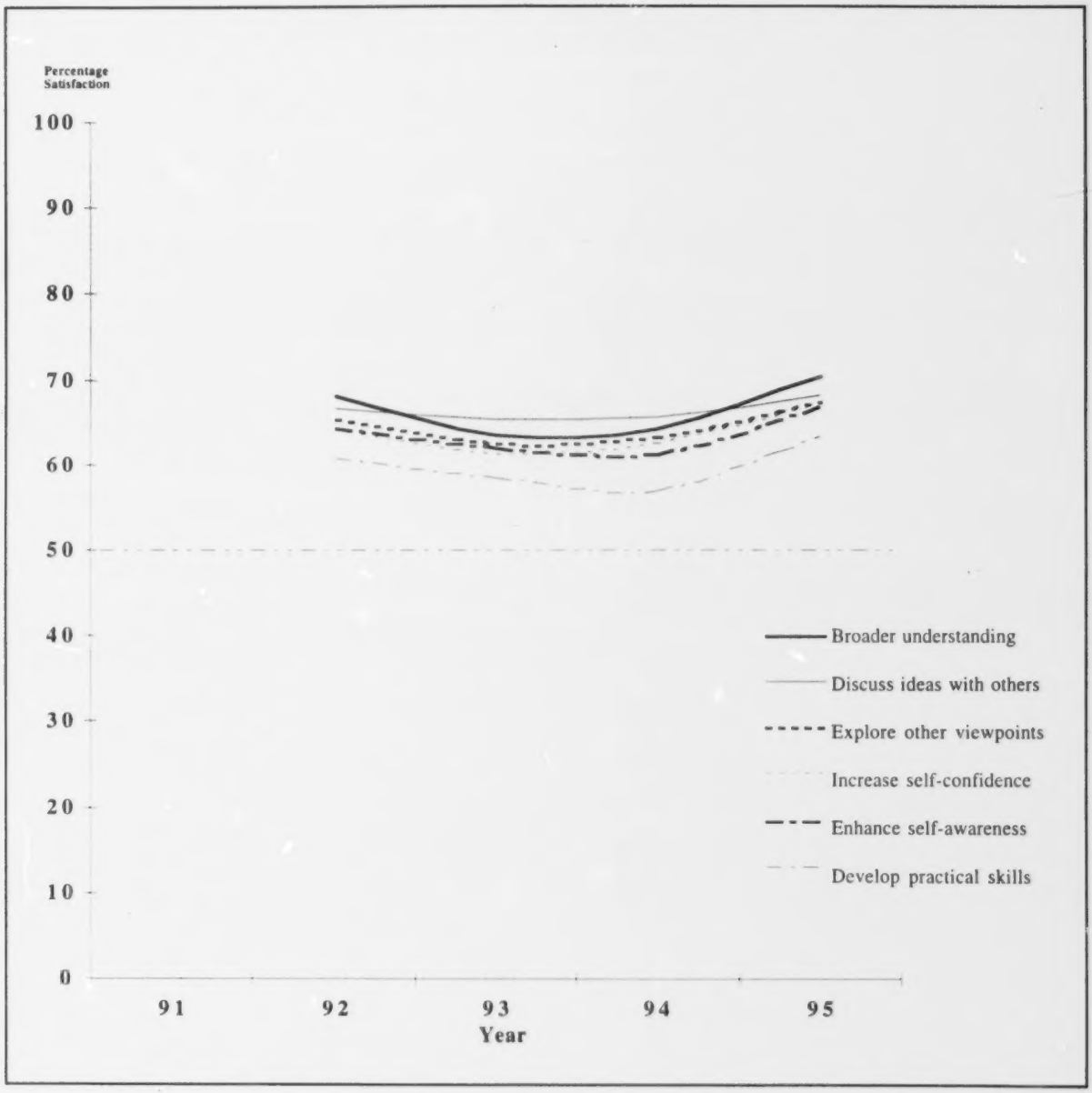
	91	92	93	94	95
BIAD		51.00	52.17	47.40	60.19
BE		58.83	56.33	52.35	60.23
Bus		55.00	56.00	54.64	64.17
C&IS		63.83	55.17	54.49	62.30
Con		60.67	51.67	46.34	62.82
Educ		64.50	63.00	54.57	61.47
E&CT		57.00	51.00	49.78	61.04
H&SS		55.83	55.17	57.03	61.70

Figure 105: Sport facilities



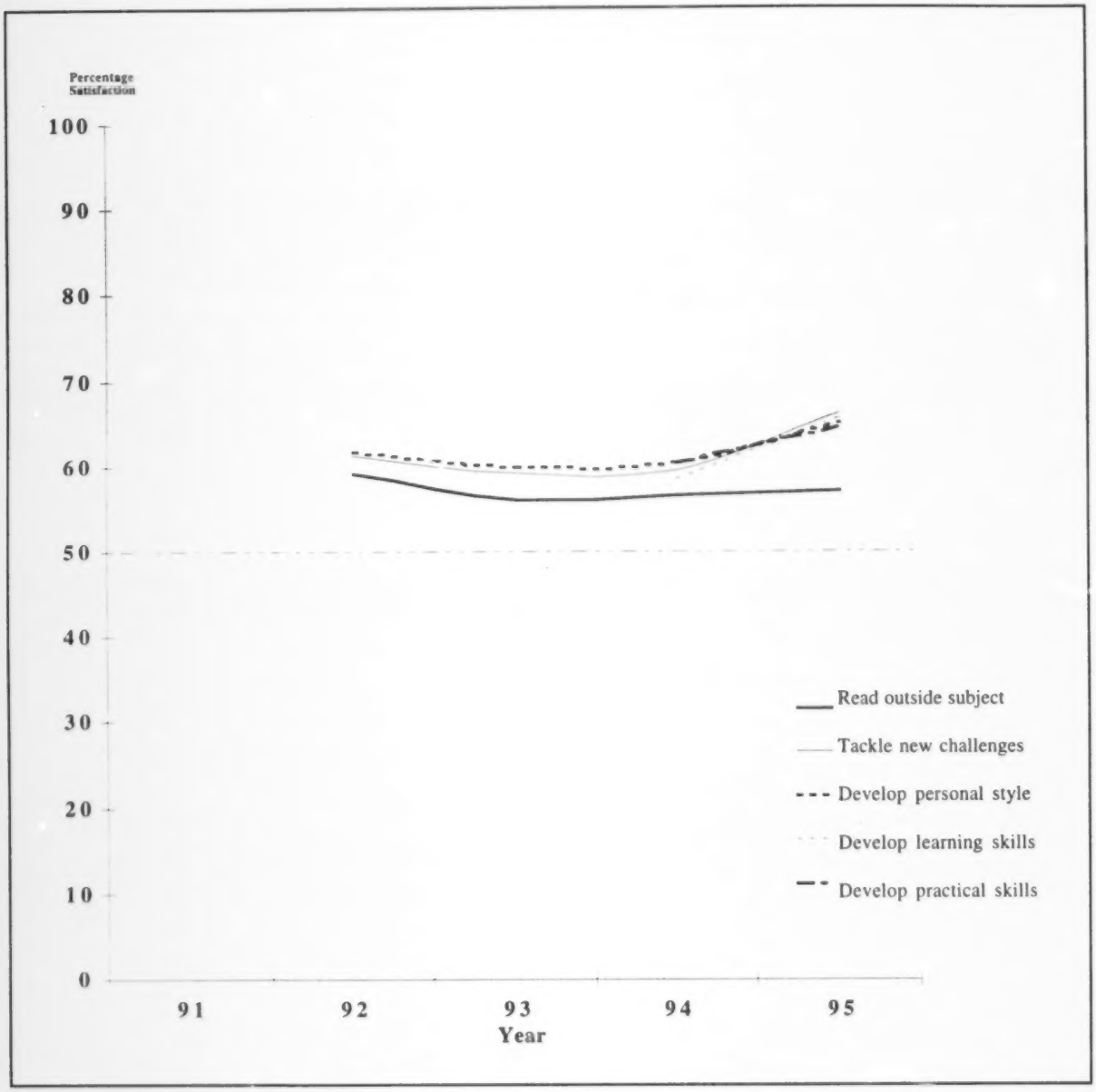
	91	92	93	94	95
BIAD		38.17	34.00	40.04	39.28
BE		34.17	34.50	34.33	36.41
Bus		27.83	32.50	37.64	29.31
C&IS		28.33	37.83	38.93	30.08
Con		40.17	20.17	27.63	28.03
Educ		44.00	45.33	46.57	43.77
E&CT		30.50	28.83	37.64	32.57
H&SS		24.67	42.17	43.35	34.01

Figure 106: Self development set 1



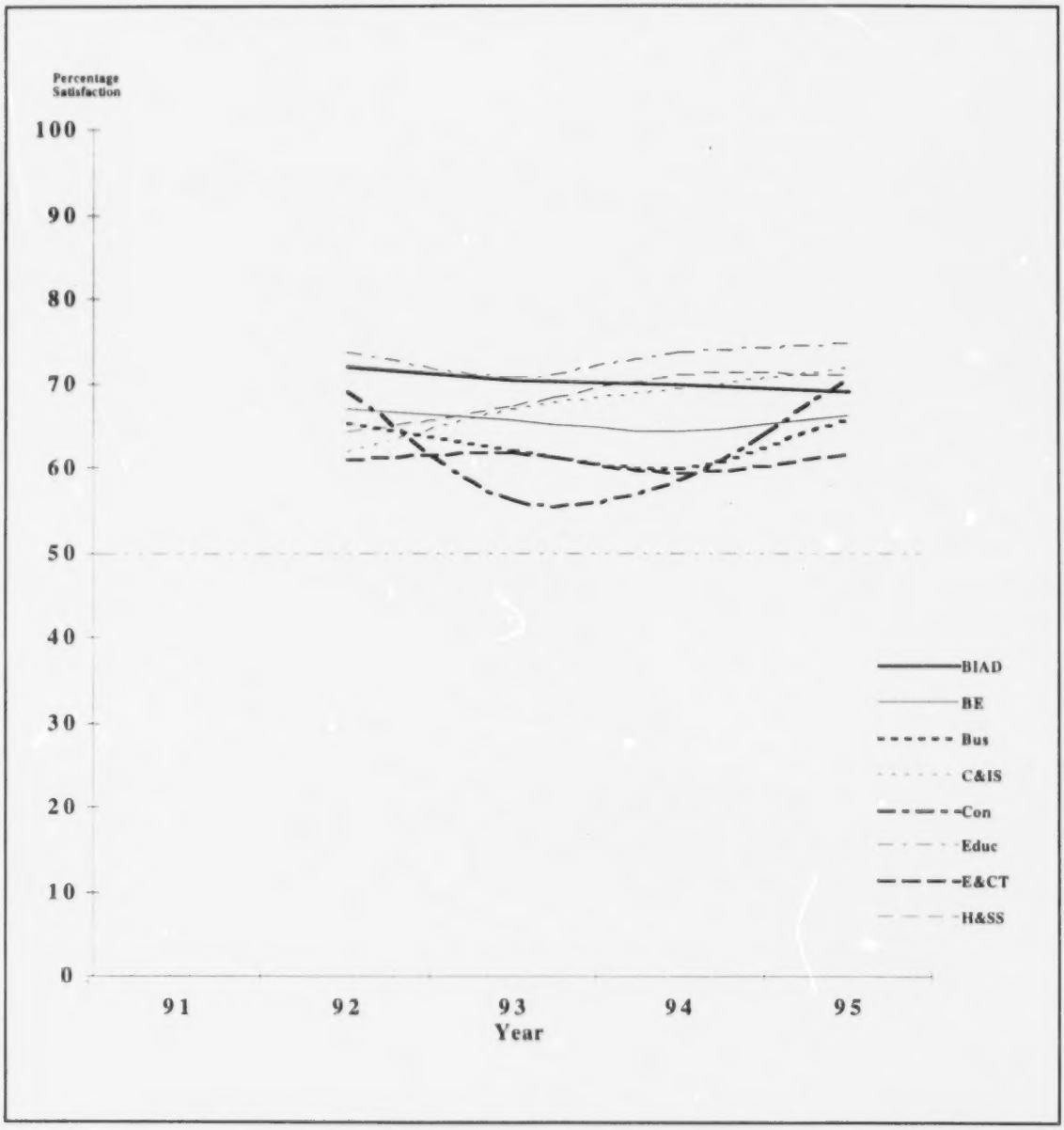
	91	92	93	94	95
Broader understanding		68.00	63.50	64.33	70.50
Discuss ideas with others		66.50	65.33	65.50	68.17
Explore other viewpoints		65.33	62.50	63.33	67.33
Increase self-confidence		64.00	61.33	62.50	67.00
Enhance self-awareness		64.33	62.00	61.33	66.83
Develop practical skills		60.83	58.33	57.00	63.33

Figure 107: Self development set 2



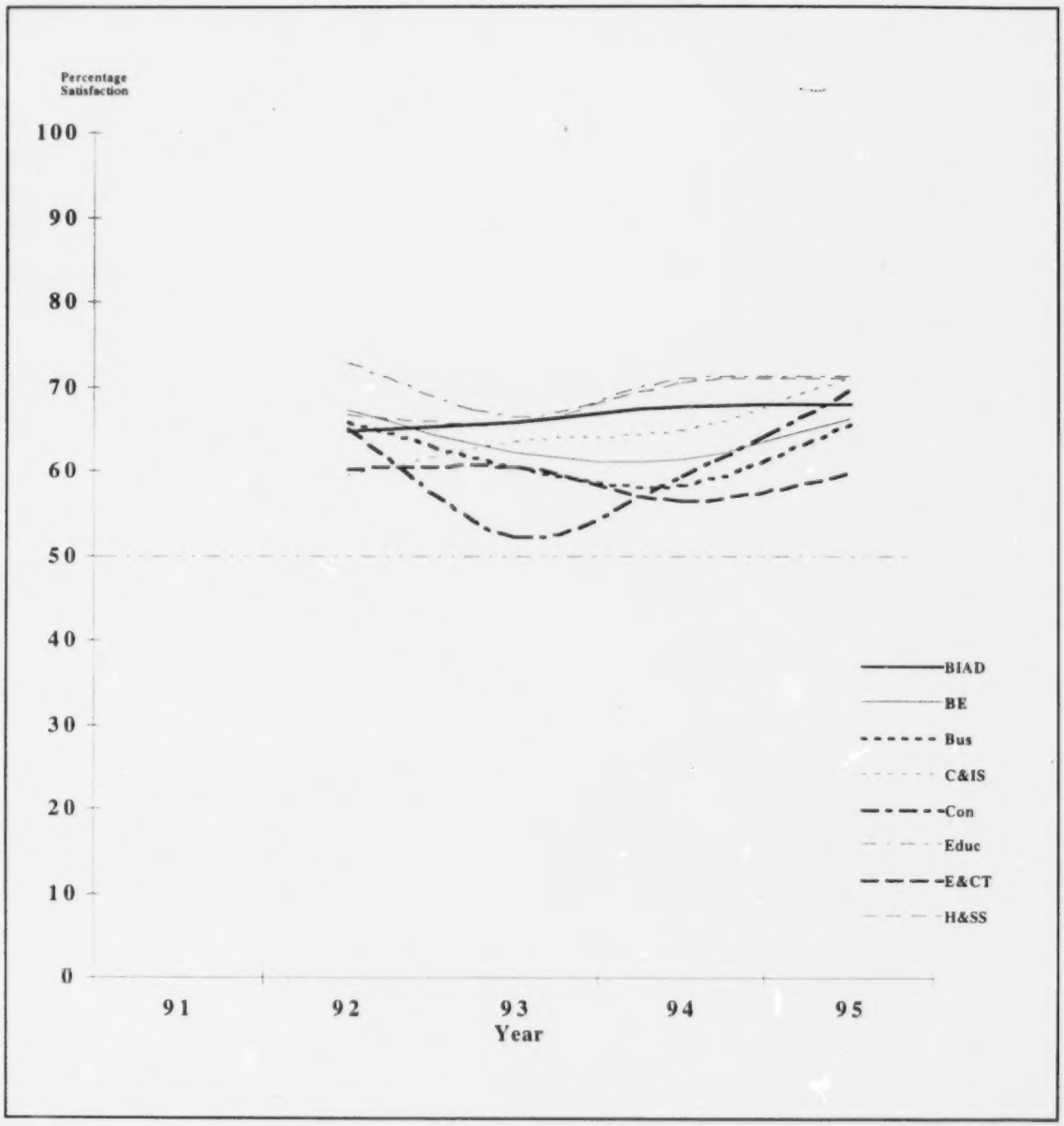
	91	92	93	94	95
Read outside subject		59.17	56.00	56.67	57.17
Tackle new challenges		61.17	59.17	59.50	66.17
Develop personal style		61.67	59.83	60.50	65.00
Develop learning skills				58.50	65.50
Develop practical skills				60.33	64.50

Figure 108: Discuss ideas with others



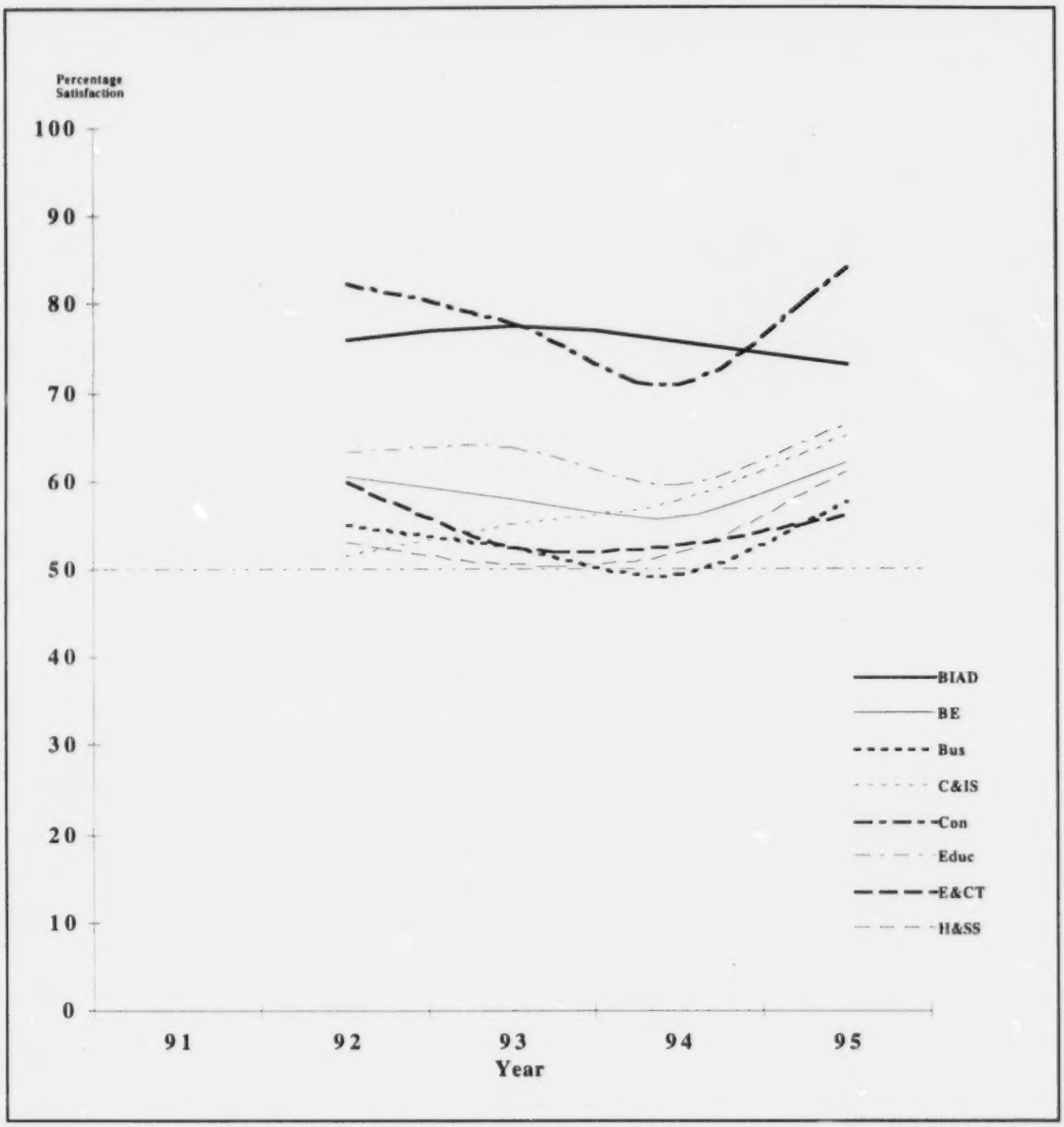
	91	92	93	94	95
BIAD		72.00	70.33	69.98	69.00
BE		67.00	65.67	64.32	66.07
Bus		65.33	62.17	59.90	65.98
C&IS		61.83	66.83	69.46	71.63
Con		69.00	56.33	58.54	70.63
Educ		73.67	70.67	73.61	74.58
E&CT		61.00	62.00	59.55	61.67
H&SS		64.17	67.17	70.95	70.94

Figure 109: Explore other viewpoints



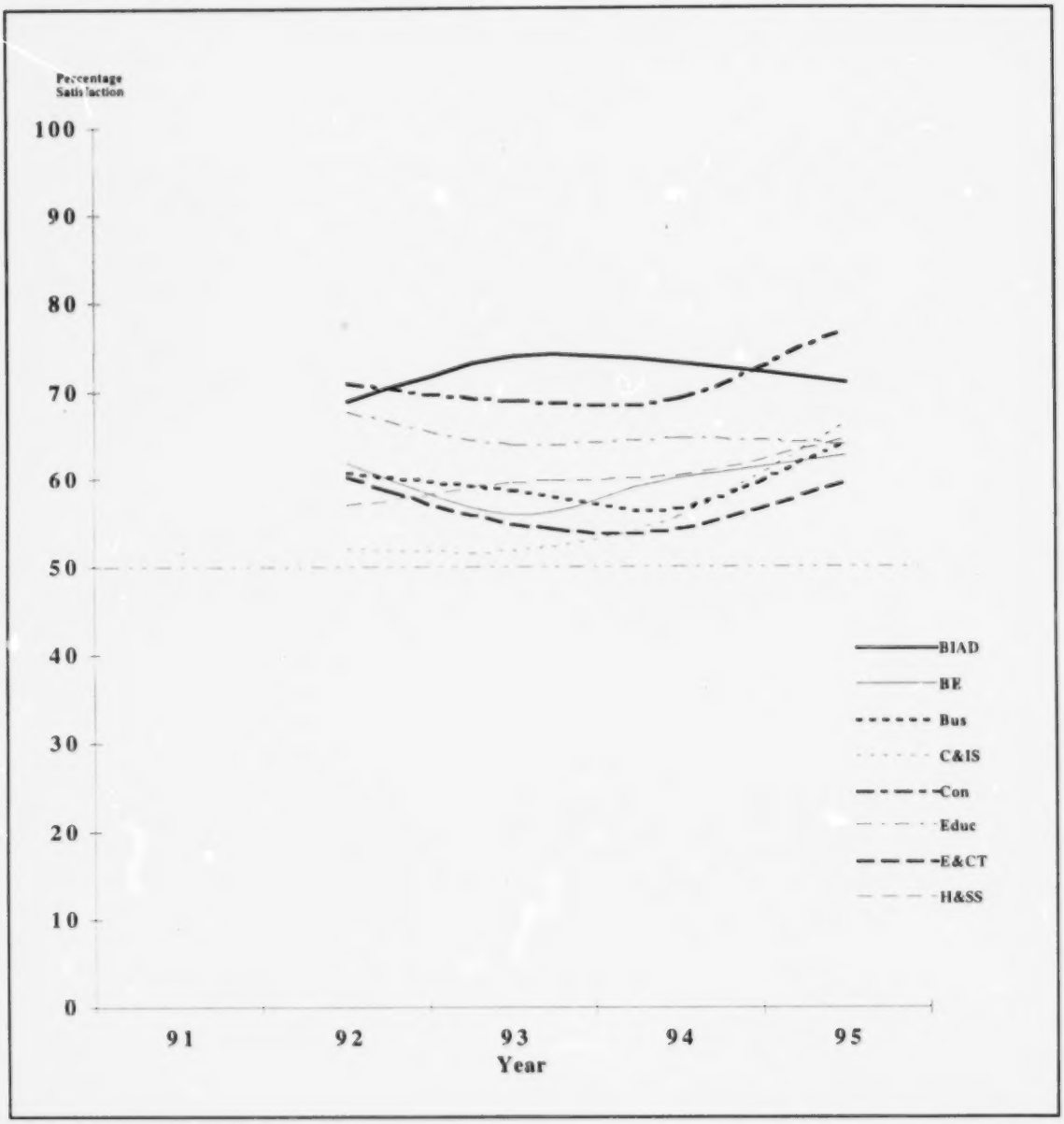
	91	92	93	94	95
BIAD		64.83	65.83	67.76	67.94
BE		67.17	62.17	61.46	66.07
Bus		66.00	60.50	58.45	65.50
C&IS		59.50	63.50	64.91	71.00
Con		65.00	52.33	59.35	69.66
Educ		72.83	66.33	71.03	71.07
E&CT		60.33	60.67	56.67	59.78
H&SS		66.67	65.67	70.51	71.02

Figure 110: Develop creative skills



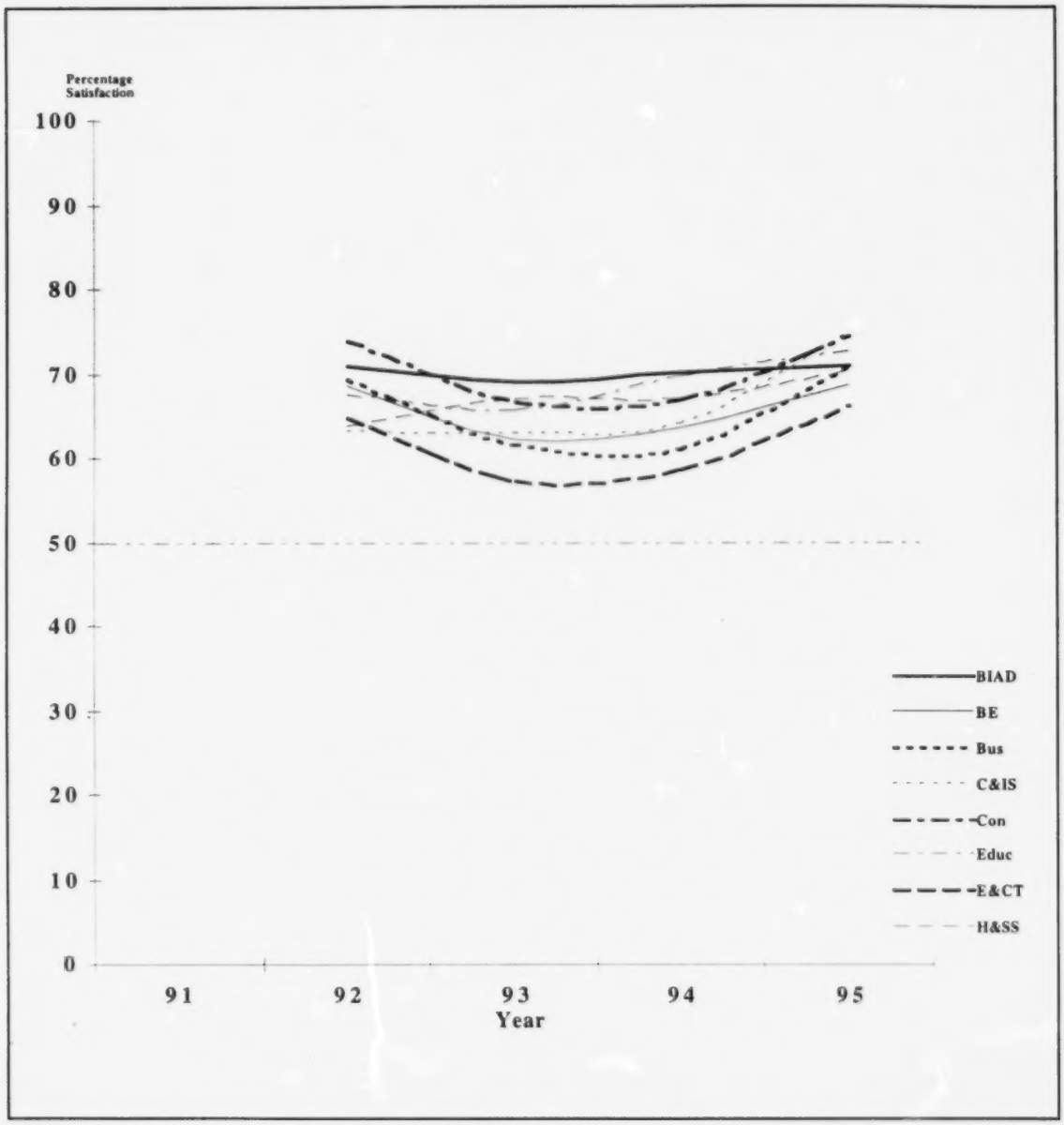
	91	92	93	94	95
BIAD		76.00	77.67	75.82	73.12
BE		60.50	57.83	55.86	62.08
Bus		55.00	52.50	49.51	57.69
C&IS		51.50	55.17	57.55	65.03
Con		82.50	77.83	71.03	84.06
Educ		63.17	63.67	59.51	66.23
E&CT		59.83	52.50	52.83	56.24
H&SS		53.00	50.50	51.83	61.07

Figure 111: Develop personal style



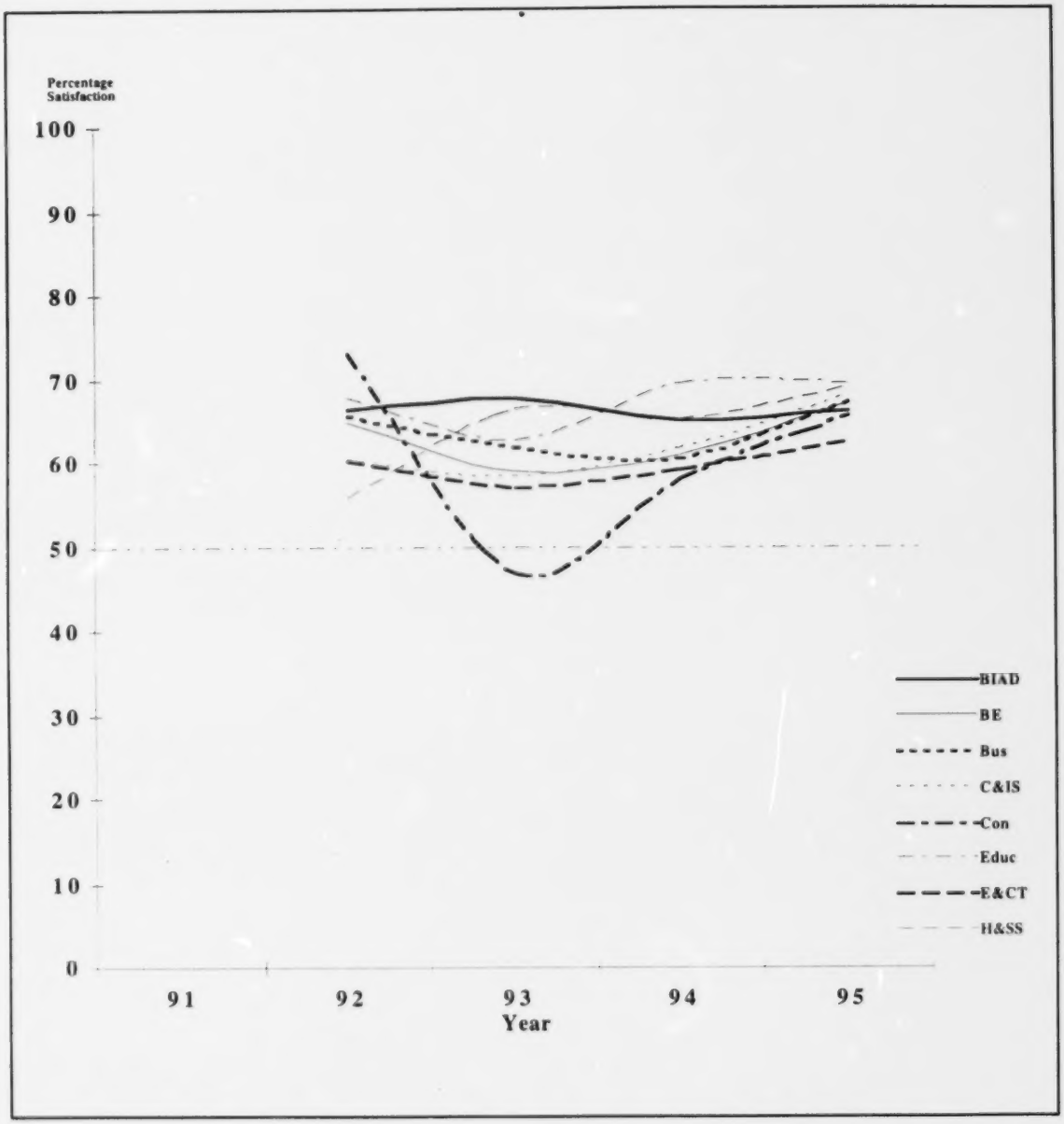
	91	92	93	94	95
BIAD		68.83	74.00	73.32	70.81
BE		61.83	55.83	59.88	62.48
Bus		60.83	58.67	56.69	63.96
C&IS		52.00	51.83	55.73	65.98
Con		70.83	69.00	69.10	77.08
Educ		67.67	63.67	64.44	63.87
E&CT		60.17	54.83	54.26	59.81
H&SS		57.00	59.50	60.12	64.33

Figure 112: Develop broader understanding of subject



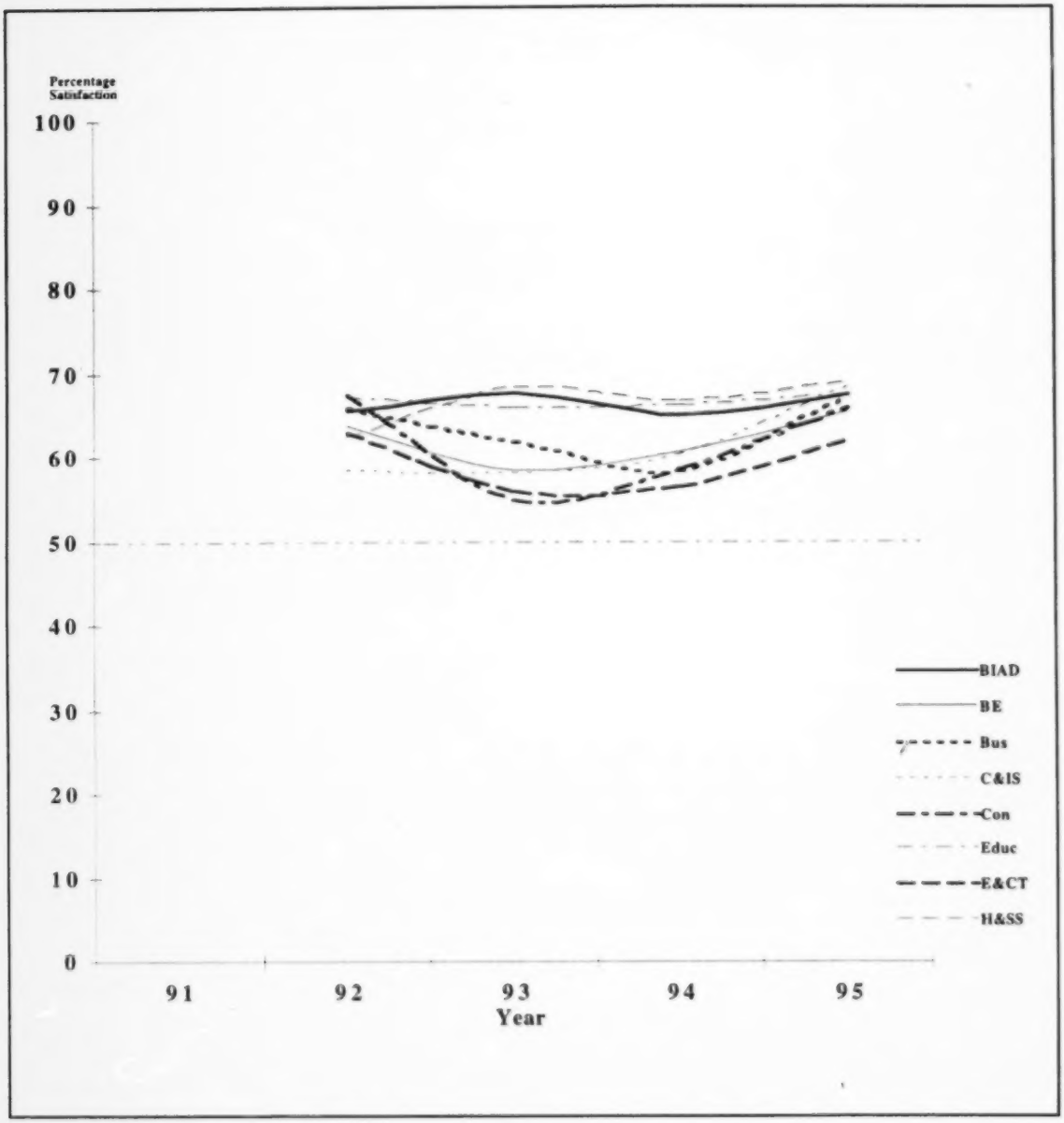
	91	92	93	94	95
BIAD		70.83	69.00	70.07	70.91
BE		68.67	62.17	63.35	68.49
Bus		69.33	61.67	60.99	70.57
C&IS		63.33	63.00	64.09	74.77
Con		73.83	66.67	67.06	74.47
Educ		67.50	65.50	69.70	72.46
E&CT		64.83	57.33	58.67	66.09
H&SS		63.67	66.83	66.82	70.10

Figure 113: Increase self-confidence



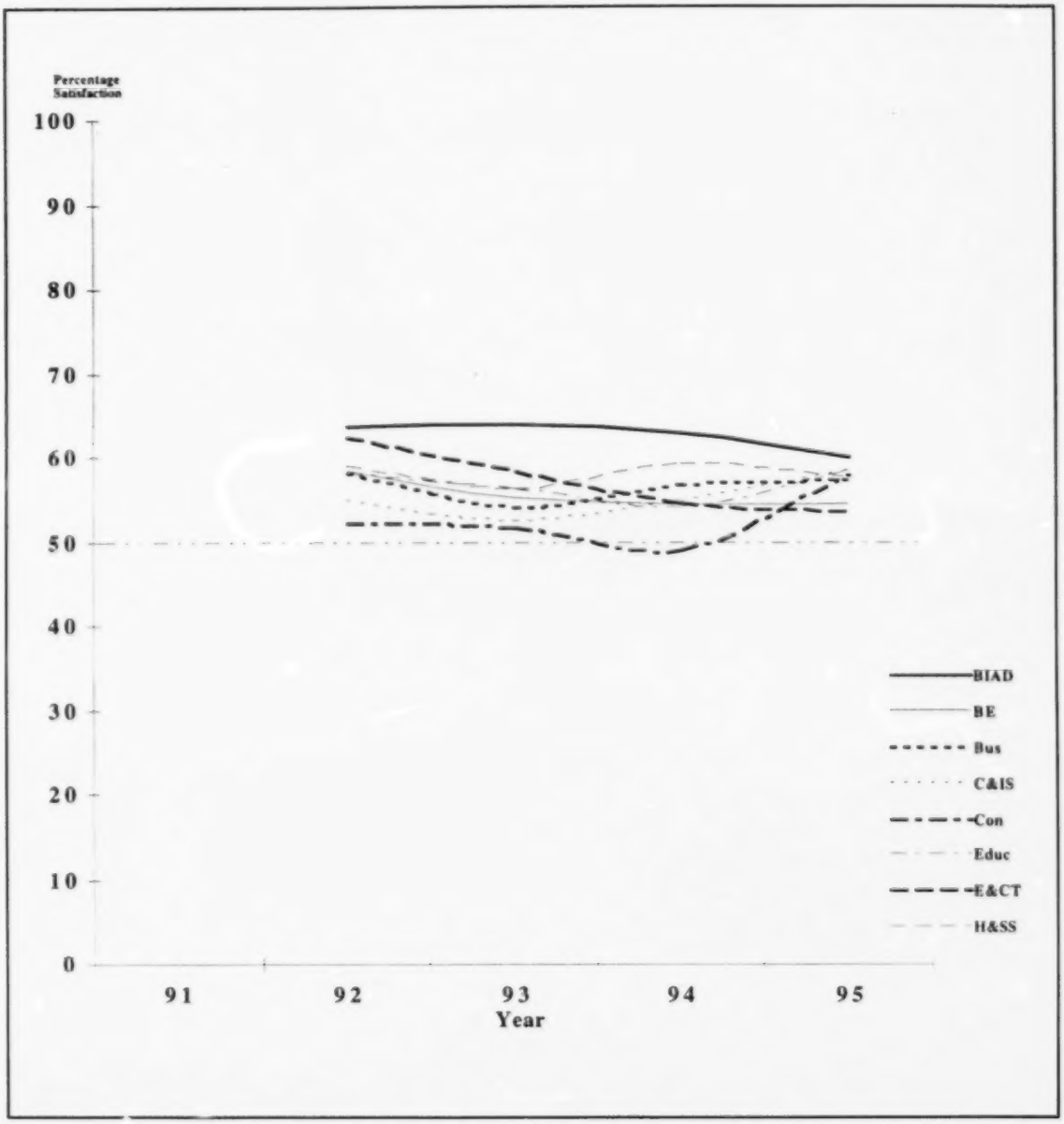
	91	92	93	94	95
BIAD		66.33	67.83	65.09	66.14
BE		64.83	59.00	60.69	66.96
Bus		65.50	61.83	60.54	67.09
C&IS		60.33	58.33	61.59	67.95
Con		73.00	46.83	58.13	65.55
Educ		67.83	62.67	69.23	69.36
E&CT		60.33	57.00	59.30	62.46
H&SS		55.83	66.50	64.98	68.74

Figure 114: Enhance self-awareness



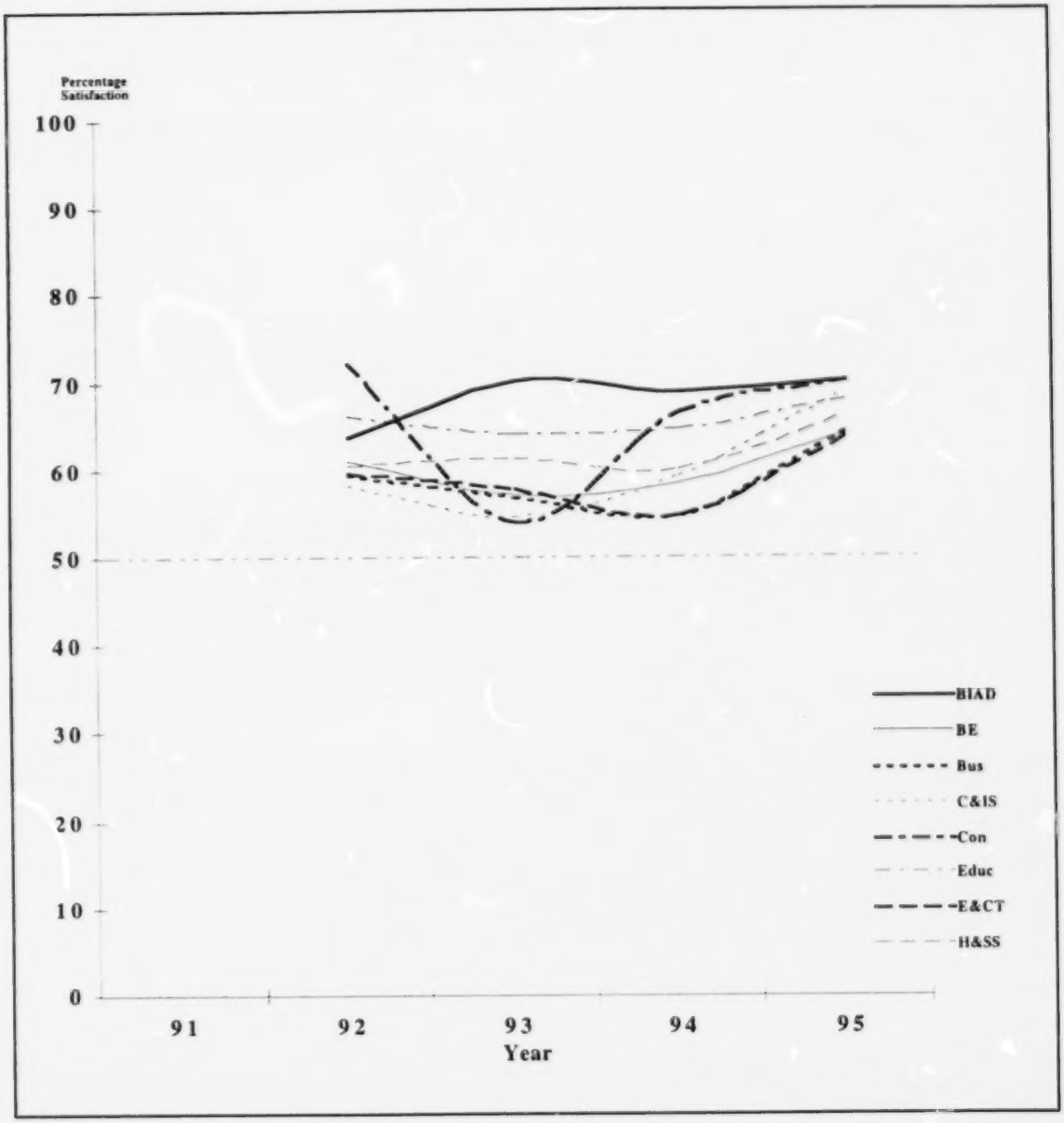
	91	92	93	94	95
BIAD		65.67	67.67	64.98	67.45
BE		63.83	58.33	60.61	65.25
Bus		66.00	62.00	58.50	67.11
C&IS		58.33	58.17	60.31	68.16
Con		67.50	54.83	58.54	65.89
Educ		67.33	65.83	66.19	67.51
E&CT		63.00	56.00	56.49	62.26
H&SS		62.33	68.17	66.59	68.76

Figure 115: Read outside subject



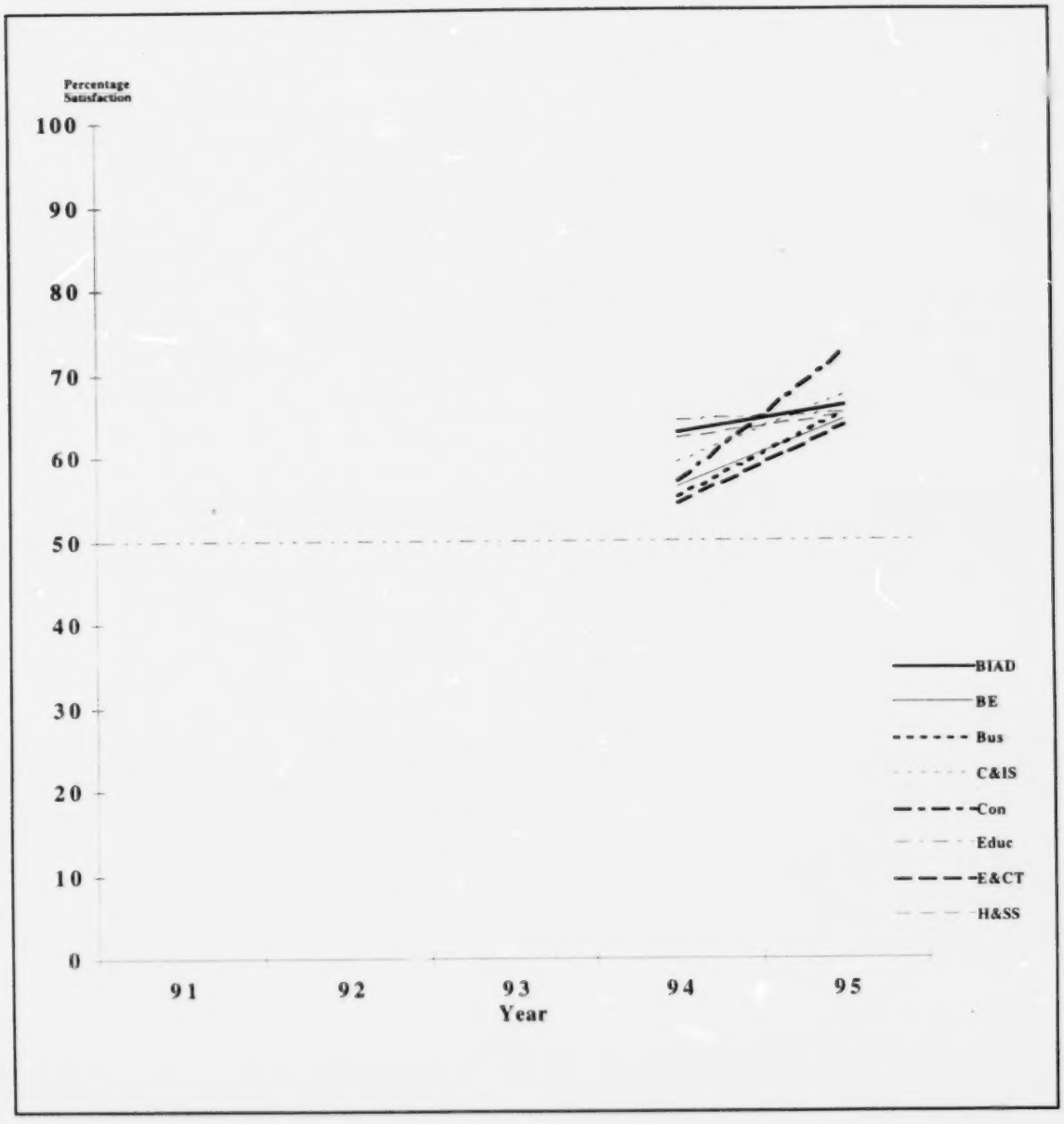
	91	92	93	94	95
BIAD		63.83	64.00	62.81	59.98
BE		58.50	55.33	54.30	54.52
Bus		58.17	54.17	56.79	57.32
C&IS		54.83	52.50	55.00	58.33
Con		52.33	51.67	49.19	57.75
Educ		58.17	56.17	54.11	58.50
E&CT		62.33	58.33	54.61	53.58
H&SS		58.83	56.33	59.10	57.73

Figure 116: Tackle new challenges



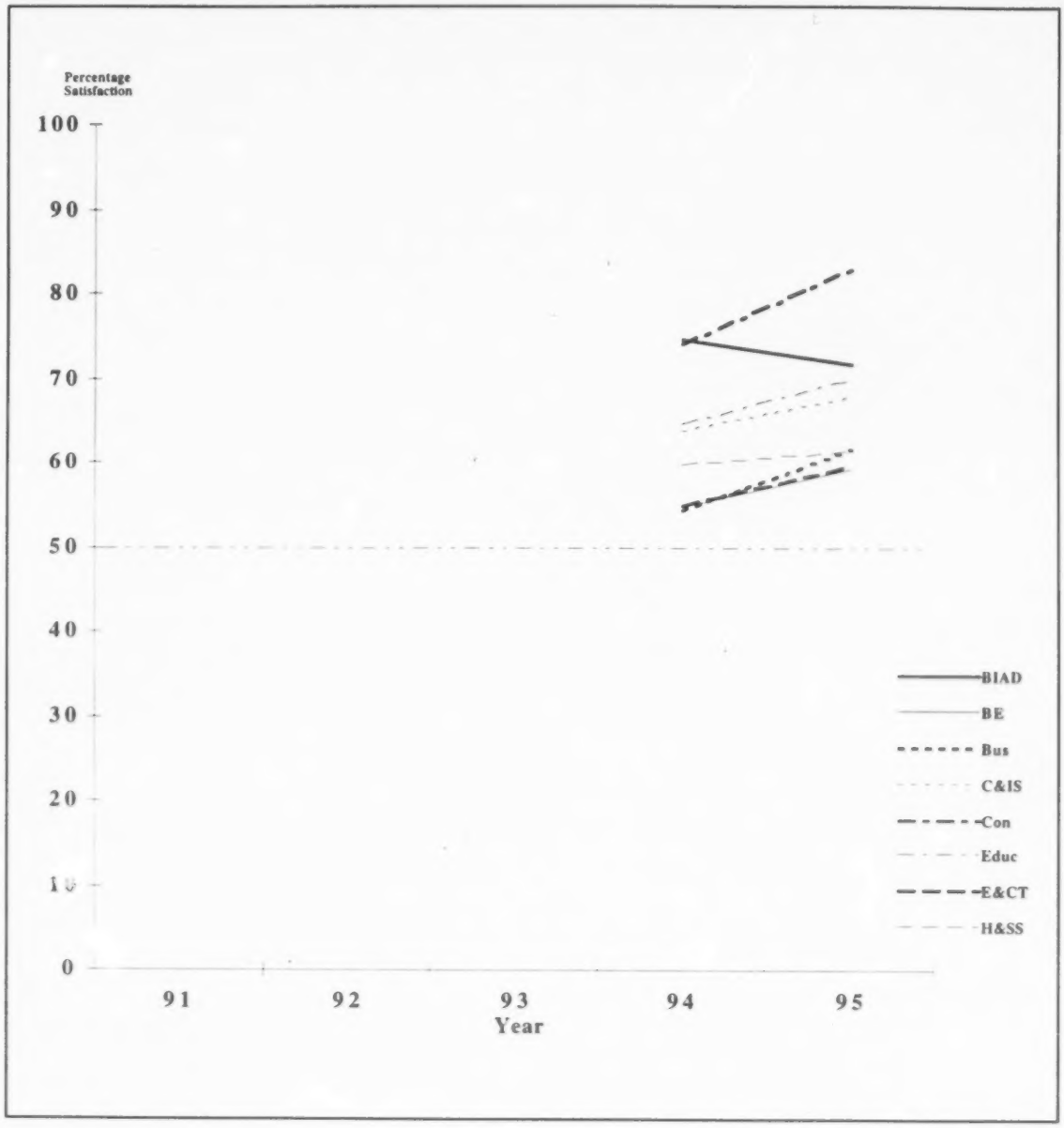
	91	92	93	94	95
BIAD		63.83	70.17	68.83	70.04
BE		61.00	57.17	58.43	63.93
Bus		59.33	56.83	54.75	64.17
C&IS		58.17	54.50	59.11	68.80
Con		72.17	54.00	66.67	70.15
Educ		66.00	64.00	64.44	67.77
E&CT		59.67	57.83	54.97	63.73
H&SS		60.33	61.17	60.01	66.06

Figure 117: Develop learning skills



	91	92	93	94	95
BIAD				62.95	66.22
BE				56.14	64.19
Bus				55.18	65.45
C&IS				59.17	67.19
Con				57.14	72.48
Educ				64.37	65.20
E&CT				54.29	63.80
H&SS				62.11	64.85

Figure 118: Develop practical skills



	91	92	93	94	95
BIAD				74.53	71.83
BE				54.68	59.14
Bus				54.30	61.55
C&IS				63.84	67.72
Con				74.21	82.96
Educ				64.55	69.96
E&CT				54.83	59.66
H&SS				59.85	61.22